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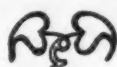
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Out Where the West Begins



UT where the handclasp's
a little stronger,
Out where a smile dwells a
little longer,
That's where the West begins;
Out where the sun is a little
brighter,
Where the snows that fall are a trifle
whiter,
Where the bonds of home are a wee bit
tighter
That's where the West begins.

Out where the skies are a trifle bluer,
Out where friendship's a little truer,
That's where the West begins;
Out where a fresher breeze is blowing,
Where there's laughter in every streamlet
flowing;
Where there's more of reaping and less of
sowing—
That's where the West begins.

Out where the world is in the making,
Where fewer hearts with despair are
aching—
That's where the West begins;
Where there's more of singing and less
of sighing,
Where there's more of giving and less of
buying,
And a man makes friends without half
trying—
That's where the West begins.

—Arthur Chapman.

EDITORIAL

SINCE the last issue of the NEWS Mr. Chamberlain, Secretary of the C. T. A., and Editor of its paper, has sailed for France on leave of absence. He goes as Chief of "Occupational Direction" among American soldiers, under the general authority of the War Department. He took with him a staff of assistants. During his absence he will furnish the NEWS a series of Editorial Correspondence upon educational and other matters of interest to our members and other readers, all of whom will join in wishing him success and a safe return. The undersigned who have been left in charge ask for a continuance of the generous support that has been accorded both the Association and the NEWS, and promise their most faithful and loyal service.

JAMES A. BARR, *Acting Secretary*,
RICHARD G. BOONE, *Acting Editor*.

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AFTER 20 years of most distinguished service as President of the University of California, Dr. Benjamin Ide Wheeler, will, July next, retire from active service. The announcement comes not unexpectedly,

**BENJAMIN IDE
WHEELER**

President Wheeler having reached the usual age of retirement. Nevertheless, throughout California, the Coast and the nation, it came as a shock to thousands of men and women who have come under the influence of President Wheeler, or who have watched the growth of the University of California from a substantial college to one of the greatest and most influential Universities in the land.

Dr. Wheeler came to California from the Professorship of Greek at Cornell University. His vision, his grasp of great educational problems, his knowledge of

men, his powers of leadership, his ability to bring to his aid those commanding large financial interests, and his genius for organization and administration, made it apparent early in his Presidency that the University of California would take its place in the front rank of American Educational Institutions.

Today in a peculiar sense, the University belongs to the entire state. Its graduates are scattered everywhere, and are helping to direct our policies; its School of Education, through those teaching in high and elementary schools, in Normal Schools and in other Colleges, is shaping and moulding the coming generations; its Department of Agriculture at Berkeley and its work at Davis have in a decade revolutionized the rural life of the State; and its extension courses, and correspondence work, offered to those who can not come to the University have experienced a development phenomenal in character.

In his letter to the Regents, President Wheeler said:

These have been years of abundant opportunity and of much plain satisfaction, but with the growth and expansion of the University they have involved heavy burdens and fast-shifting solitudes. The coming days promise only heavier burdens and levy their demands for increasing vigor. I appreciate with all my heart the unvarying confidence you and your predecessors have reposed in me and the sturdy support you have always given me. No one understands better than I do myself the inadequacy of any service I have been able to render, but I have honestly done my best.

President Wheeler has during the years of his incumbency had many honors given him. His ability as a writer and a platform speaker has brought him before the most distinguished audiences in America and abroad. His counsel has been fre-

quently sought by those high in the public trust. It is to be hoped that Dr. Wheeler will have reserved for him many years of ripe usefulness to California and the country at large.

ARTHUR H. CHAMBERLAIN.

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IT IS no longer, in California, conceded by the high schools, nor contended by the University, that their curricula shall be formed in the interest of the university.

But it is clear that the patronage of the university does,

HIGH SCHOOLS AND UNIVERSITY

and must come from the secondary schools. And it is coming to be recognized, also, that in the modern reorganization of secondary education, with its technical and vocational courses, its civic and social and elementary economic and industrial training, and a relatively small proportion of students headed for the degrees, there must yet be an open door to such and as many of the studies beyond the high schools as students have the desire and the qualifications for, whether a degree is sought or not. Admission to the colleges must be available to all who can use their offerings; though the institution that confers the degree may reserve the right to fix the conditions of graduation. The introduction of certain so-called newer branches into a hundred or more high schools, of the State, and the demand of many youth for opportunity to get an efficient training up to 20 years of age, when no more is within reach, have complicated the situation for both the school and the University.

SOME weeks ago, the matter was brought before the University Senate in a series of resolutions regarding admission to such institutions in the College of Letters and Science. After prolonged discussion without any University action a meeting was called by State Superintendent Wood, at which were present a dozen representa-

tives of certain high schools, and an equal number from the faculty of the University. The conference was held Saturday, March 15, at the University. The following memoranda have been kindly furnished by Recorder Sutton, who was secretary for the body.

Commissioner Olney stated that at a meeting held the evening before, the high school delegates present had discussed the question of entrance requirements to the University, and had unanimously passed a set of resolutions substantially as follows:

(1) They endorsed the report of the Senate Committee of Ten with respect to admission requirements.

(2) They recommended to the State Board of Education the standardization of high school production, the adoption of a minimum of two majors of three years each, of strictly academic subjects; every program to include at least two years of English, one of laboratory science, and one of social science (history or civics).

(3) They recommended a joint committee of high school principals or teachers, and representatives of the University (particularly of the Department of Education), under the general direction of the State Board of Education, for the purpose of studying the problem, making reports as occasion arises.

The teachers as well as principals of the several hundred secondary schools of the State are interested in the adjustment of the situation with fairness to both parties. Doubtless the conference of principals at Catalina April 15, 16, 17; and the High School Teachers' Association in July will include the subject among their discussions. Neither group can decide the matter for the University any more than the University can speak for the high schools. Dr. Lange's characterization of the relationship as a partnership would seem to be sound. The question

is not primarily one of admission to the Freshman Class; but of a rational articulation of the extended secondary functions with those of the University. By State law in California, the Junior College not less than the Junior High School is an organic part of the Secondary School system. Just as advance to the lower high school (seventh, eighth and ninth grades) is by regular promotion from the elementary school, so procedure to the 13th year is through completion of the traditional high school course, the continuation for two more years being, under the law, and now by frequent practice, work of the secondary grade. Not all high school teachers, nor university professors, generally, have comprehended the significance of the Junior College as part of the Secondary system in California. This is true, not less of the University lower division (freshman and sophomore years), than of the separate junior colleges.

R. G. B.

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THE line of reasoning by which California school men and legislators came to believe that a year or two of study on top of the usual eight-year elementary school course was desirable is not apparent;

POST GRADUATE ELEMENTARY SCHOOL

and the subsequent developments do not tend to make the

purposes of the Act clearer. Sec. 1779 of the political code provides that such additional years must be added by the County Supt., upon request of the board of trustees of any district. High School subjects in these classes are prohibited, though business English, commercial arithmetic, commercial and physical geography, book-keeping and United States history and civics, elementary agriculture, manual arts, stenography and typewriting, may all be included. It was probably felt, an intuition, maybe, rather than a reasoned

out conclusion, that those children, boys and girls, who would not go on to high school, should have an opportunity for further study. Indeed there seems to have been a belief that, in these years some more practical or immediately useful and less formal studies could be profitably introduced. But there was established no organic connection with what had gone before, and none with the studies necessary for such as might proceed to high school. The work of this post-graduate elementary course was not definitely marked out nor its purposes clearly discovered by the teachers; nor did it attract pupils. For the year 1916-1917, of the 428,845 elementary pupils enrolled and 29,039 graduates from these schools, but 255 were found in post-graduate classes in 1918, representing 26 of the 58 counties. Of the 255 pupils, 60% were girls. There is no information at hand to show what studies actually were pursued. There is another side light upon the motive for legalizing these added years, in that as the compulsory school attendance limit is 15 years it was hoped that such pupils as had completed the eight year's course should have their schooling provided for before leaving. But it is shown by statistics that many do not finish the grade work in eight years, and so are not eligible for graduate work, though they may be old enough in years.

AMONG school men, rather than among legislators, the conception had been growing that the work of the last two years of the Grades in need and studies and methods was related to the high schools, not the elementary schools. While the Intermediate or Lower High School, covering the Seventh and Eighth grades and the first year of the traditional high school, has obtained a footing in the State, as it has in other states, it has no legal recognition in California. The tendency yet to rate the work as ele-

mentary appears in the fact that certain so-called intermediate schools comprise the 7th and 8th grades only (as in San Francisco), with certain minor changes in the curriculum, and a partial use of the departmental form of instruction. This seems to be a total misconception of the needs of youth entering the teens; the social significance of their fore-shortened schooling, and the possibilities of wage-earning preparation for such short-termers. The difficulty of grouping the ninth grade (first year of the high school) with the two upper grammar grades, grows, primarily, out of the fact that elementary and high schools in California have separate sources of their revenue. But when it once comes to be thoroughly understood by school people and law-makers, that this reorganization is in the interest, not of administrative arrangements, but of the pupils themselves, a way will be found to adjust the finances. For the present, the law expresses neither a practice nor an ideal. However, California schools are in a state of transition, and it need not be thought strange that confusion exists. The problem is one that deserves the critical unbiased study by upper grade teachers, principals, superintendents and boards of education, to the end that the best arrangement may be made for the schooling of youth from 12 to 16 years of age.

R. G. B.

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OUR sense of the responsibility for community work has been quickened by the experiences of recent war times. Through manifold national and state and local associations, from the American division of the International Red Cross, to the tiniest voluntary association of youth or adults in isolated districts, the conscience of people has been aroused to the personal obligations to the common needs.

THE SCHOOL AND ITS COMMUNITY

In it all, too, never was there less of obtrusive or curious interference, or condescending care. The spirit has been one of co-operation. People have worked together as never before. The smallest contribution of time, or money, or labor has had equal recognition with the largest and most pretentious. One lesson from this experience connects with the school. If this spirit of service is to be made habitual, home and school must work together in the training of children from their earliest years. There must be a purposed effort to establish a neighborhood sense; the notions of "we" an "us" and "ours" in carrying on the work of the social group to which we belong. This democracy in the making; equating every individual's responsibilities with his privileges and satisfactions; that community interests shall be held consciously and shape one's conduct and daily concern,—in school, at home, on the street, in plays and games, in friendly service.

The "wider use of the school plant", the "School as a Social Center", the "School house as a neighborhood club",—are phrases that have found a ready acceptance in pedagogical nomenclature. The former restrictions against using the school for other than instructional purposes are being generally withdrawn. Several states, since that first venture in Rochester, have passed enactments, either providing or permitting other neighborhood uses of the school equipment. Teaching Cottages for, not only the school girls but for the mothers of the girls; the making of marketable products by the boys, young people's clubs, Parent-Teacher associations, play and entertainment opportunities furnished by the school, while not yet, unfortunately, common, are becoming recognized, and the school is on the way to being a real social center for its district. Elsewhere in this number of the News is an article by

Mrs. Wilmans of the Hawthorne School, Berkeley, who speaks from experience in such concert of effort between the people and her school. With this neighborhood it is no longer an experiment, it is an undertaking; a part of the school's regular program of conserving social health and intelligence.

R. G. B.

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IN THE January number of the NEWS appeared an article on "An Educational Research Syndicate" by Dr. Alexis F. Lange Director of the School of Education of the University. Teachers throughout the state,

RESEARCH SYNDICATE

of whatever grade, whose academic and professional training and experience have prepared them to take up such work in the field, were invited to communicate with Dr. Lange about suitable problems and the procedure. The response has been encouraging. Not among high schools and junior colleges only, but among teachers of the elementary grades as well, there are in California, more than in most states perhaps, many, both men and women, who have already had, not only a full university academic course, with from twelve to fifteen units of professional study, but one or more years of graduate work, and considerable experience in teaching and the management of schools, and who should be peculiarly fitted to undertake the critical investigation of real school problems. It is purposed to give every one who has the ambition and the vision, and the local means, an opportunity to prosecute independent studies among distinctively school problems of the classroom in elementary or secondary schools, problems of organization, re-organization and administration, or the broader educational problems, or the environing social and economic conditions as they influence, or may be influenced by, education. These would include primarily, perhaps, inten-

sive local surveys, or state-wide problems, but always from the point of view of one actively engaged in some phase, or grade, of school work, discovering and testing results, and trying out conclusions. There will be in the Department a member of the staff who will devote a part of all of his time to directing the work. It should result in both theoretical and practical conclusions of value to the schools. As stated in a previous editorial note, "it should be a vitalizing influence upon schools, teachers, the profession, and higher learning generally."

R. G. B.

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THE recent meeting of the Department of Superintendents of the N. E. A., in Chicago, was one of the Nation's great teacher gatherings. There were reported in attendance 7000 men and women, persons of influence and a authority; scholars, educators and teachers; school principals, supervisors

MEETING OF SCHOOL SUPER- INTENDENTS AT CHICAGO

and board of education members; executives and specialists; representing nearly every phase of school and educational work. During the week 20 or more organizations carried out programs of significance for the present, but bearing greater interest for the future. California sent a considerable delegation. No complete list is yet obtainable; but there were, Pres. E. Morris Cox of the C. T. A. Council, Lewis B. Avery, Morris E. Dailey, Charles Hughes, Albert Shiels, W. W. Kemp, H. B. Wilson, State Superintendent Wood, Commissioner Margaret S. McNaught, among School people; and Mr. Selden Smith, Fred Morehouse, W. G. Hartrauft, and L. Van Nostrand, among the Pacific Coast book-men. There were probably many others whose names have not reached us. California was well represented in numbers and quality. R. G. B.

THE legal title of this proposed measure is "A Bill to create a Department of Education, to appropriate money for the conduct of said department, to appropriate money for Federal co-operation with the States in the encouragement and support of education, and for other purposes." The items in the bill, of chief interest to school people are: 1, that it is to be coordinate with other executive departments; 2, that the head of the Department, designated as Secretary of Education is to be appointed by the President and with the advice and consent of the Senate, and whose tenure of office shall be like that of the heads of other executive departments; 3, that there shall be three assistant secretaries to be appointed by the President; 4, that subject to the will of congress there may be educational attaches to American embassies in foreign countries; 5, that the Department shall co-operate with the States in the development of public educational facilities, including public health education; and 6, that co-operation is conditioned upon the acceptance of the relation by the respective states (as under the Smith-Hughes Act). At a hearing before the Senate Committee on Education and Labor, Dec. 5, 1918, arguments and statistics were presented by Lotus D. Coffman, George D. Strayer (by brief in his absence), Robert S. Kelly, John A. Keith, H. C. Goddard, R. C. Brooks, J. Y. Joyner and Mrs. Mary C. C. Bradford. There were discussed the desirable organization of such department, its manifold functions, the country's educational needs, the very general support of such movement by both laymen and educators and their organizations, the responsibilities of the States, and the proposed national educational program.

IT was a most stimulating discussion of some of the greatest educational problems the United States has ever faced. It is confidently believed the establishment of a cabinet status for education will materially further their solution. It will have its own difficulties in the very complex situation. But it will serve to dignify the interest of public schooling along with other National concerns. It will have the effect to equalize educational opportunities among the States; to raise the level of literacy in our heterogeneous and more or less frontier population; to harmonize school standards among widely separated sections of differing social and economic and wealth conditions; to fix public sentiment upon education as being a state and national, not a merely individual or community concern, shaped by localisms, provincialisms, and personal or official whims. The resources at its disposal will, both officially and by suggestion, stimulate state and local contributions for school support, the selection of better prepared teachers, better adjusted school exercises, a longer school period for a larger number of youth, and throughout the several states, for both urban and rural districts, an expansion of the school's functions to match the best found, now, in the few only of the most favored districts.

FOR 50 years, the comparative advantages of a "bureau" and a "department" of education under the Federal government have been debated. But one serious objection has been raised to a cabinet position; that as, subject to appointment by the President, the Secretary, as other cabinet heads, might be subjected to retirement with any political or party change in the administration. There is some reason for this fear. With the accession of Cleveland as President for his first term, Eaton was retired and a demo-

crat, N. H. R. Dawson, was appointed to the Bureau. But in his third term, Dr. Wm. T. Harris who had been appointed by Harrison, was continued in office, undisturbed by Pres. Cleveland. Claxton, a southern democrat, was appointed by Pres. Taft (1911). It seems improbable that any future President will consider the political affiliations only, or chiefly, in selecting a Secretary of Education, or should this bill fail, a head to the Bureau of Education. One other objection that is thought to mark a danger point, is that in the establishment of a Federal Department with expanded functions, and \$100,000,000 to expend in co-operative services with the states, there may be a tendency for the general government to encroach upon the rights of the states and their constituent political units. But this cannot be entertained seriously, as it is optional with the states whether they accept the offered service. Besides, it has not been found true that other Federal departments have developed a one-sided domination. On the other hand, all of them, and with them the handicapped subordinated Bureau of Education, have been of inestimable value in conserving our local resources, coordinating efforts, liberalizing purposes and equalizing opportunities, that augurs well for this proposed Federal reenforcement of education.

R. G. B.

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ELSEWHERE in this issue may be found notice of the regular annual business meeting of the C. T. A. Council, 10:00 a. m., April 12, at Hotel Oakland. Important matters are on program, and it is very desirable that there be a full attendance. Members generally of the Association will be welcome throughout the deliberations. Reports of officers, and standing and special committees for the year will be presented, and the Council's purposes for the coming year discussed and announced.

INFORMATION is at hand that the Physical Education proposed budget of \$50,000 has been cut to \$20,000 by the State Board of Control, but this cut is coincident with a recommended new appropriation of \$75,000 for a High School Cadet Corps. Evidently

PHYSICAL EDUCATION some state authorities consider military drill for 14,000 high school boys almost four times as important and valuable as physical education for 600,000 elementary, high and normal school students.

Word has come to the State Department of Education that a movement was started last summer at the Presidio to make a breach between military training and physical education, that speeches were made against Mr. Wood and Mr. Hetherington, and an effort to discredit the State Board of Education. All this occurred before the State Manual on Physical Education was even in manuscript form and before any policies that could have been complained of were in print. In a former issue of the *Sierra Educational News*, an extended review was made of Director Hetherington's manual when issued. The opposition is organized, and superintendents, principals and teachers, school officials and citizens who are interested in the proper health-giving and body-training exercises, are warned to be on their guard and keep their representatives in the legislature informed that the budget for such physical education cannot safely be cut. Without doubt teachers and school officials are strong for real physical education, health exercises and comprehensive body training for all the 600,000 children of the state. This is not an argument against appropriate military training; but simply that the minor need (if it be a need) of 14,000 shall not be allowed to obstruct the major need of the entire body of young people and children enrolled in the schools.

Teachers should be on the alert.

THE SCHOOL AND ITS COMMUNITY

BEATRICE WILMANS

Principal Hawthorne School, Berkeley.

MANY years ago, in an essay on "Civilization in the United States", Mathew Arnold wrote,

"But several elements, or powers, as I have often insisted, go to build up a complete human life. There is the power of conduct, the power of intellect and knowledge, the power of beauty, the power of social life and manners; we have instincts responding to them all, requiring them all. And we are perfectly civilized only when all these instincts in our nature, all these elements in our civilization, have been adequately recognized and satisfied."

One cannot read these words without pausing to consider, seriously, what agencies now in our American life, are operating to help our people to become "perfectly civilized", according to this definition of "perfect" civilization. Many there are, of course, but without question, the greatest agency of all, is the public school.

We cannot doubt, I think, that there lies, within the public school, the possibility of seeing to it, that "all these instincts in our nature, the power of conduct, the power of intellect and knowledge, the power of beauty, the power of social life and manners," shall be "adequately recognized and satisfied", not only for the children within its walls, but for the whole community grouped about it. Indeed, that the school should be, and has every natural opportunity of being, the center of all that is best in life, for its community, has come to be the accepted notion of most of us. But how often the opportunity is grasped, or the notion practically acted upon, is quite another matter. We all realize, in a general way, that the school should minister to the higher needs of the community, that it should open its doors to adult students, to foreign born persons seeking "Americanization"—with all that that term implies—to social gatherings, supervised recreation, etc. but only in rare instances has any one seen to it that these perfectly obvious functions of the school are fulfilled.

In some cases, particularly in the cities, and larger towns, the schools have seen their opportunities, and realized their responsibilities

and the results prove what astonishingly satisfying rewards come from any sincere effort in this direction.

The war service in the schools, and the use of the school buildings and equipment, as well as the services of teachers and students during the various periods when the influenza epidemic raged, did much to open the eyes of the communities to the possibility that after all the school was not a strange institution, set apart, away from the natural and normal life of men and women, but a peculiarly intimate, as well as valuable, possession, lying close to the heart, perhaps even itself the beating heart, of the whole body of the community.

One of the most striking and suggestive experiences which any American institution has ever undergone, is the astonishing development, within the schools, of the Junior Red Cross. Many causes, of course, have contributed to this, but not the least powerful, surely, is that the Junior Red Cross has tied the school up to its community, as, perhaps, nothing else has ever done. But, as was said, somewhat sadly, by one of California's greatest educators, after words of enthusiastic praise for the Junior Red Cross, "Ah! but it's a serious arraignment of us all, that it took the demands of a hideous war to bring about this socialization of our schools."

Now the responsibility is upon every teacher in our land, to consider, carefully and sincerely, how these beginnings that have been made, these influences that are at work, may be extended and developed, so that the school may serve, to its very fullest and most intelligent capacity, to bring about this "perfect civilization" which, Mathew Arnold reminds us, is the inherent possibility and right of every one of us.

What is the type of your school and the nature of its community?

In the matter of buildings, equipment and other material possessions, the high schools, as a rule, have the advantages, for serving as social, or community centers. But the elementary schools have the supreme advantage that they belong to the mass of the people and not to the selected few. And it is the elementary school, the legitimate descendent of

the "little red school house", that must do the mass of the work.

Is your school the center of a crowded city district, where the segregation of the people, according to nationality, for instance, prevents their having any particular interests in common? Now, this natural tendency toward segregation, it is difficult, indeed impossible, to overcome. But the service which the school, if a general meeting place, in which each man is interested, not only for his children's sake, but for his own, may render in minimizing the menace to Americanism which lies in this segregation, is without limit.

When the country teacher begins to consider her situation with a view to developing her school into a worthwhile community center, she finds, indeed, that the disadvantages and difficulties are great. But just the conditions that make the difficulties, make the demand so great and the rewards so great.

Perhaps just here, a brief account of the efforts toward developing itself into a social center, on the part of a school which had all of the adverse conditions which can be well imagined, both of the city and of the country, to contend against, and yet has achieved some small measure of success, may be interesting and suggestive.

This school entered upon its career just ten years ago. The "plant" consisted then of one great, ugly, square building, unsightly and unfinished. Instead of a street before the school, there was a deep, and in winter, fearfully muddy canyon. The school yard was a ploughed field. Factories of various kinds and of various degrees of unpleasantness as to odors, etc., lay to the north, south and west. The majority of the pupils of the school were the children of the factory workers. Almost every nationality of Europe was represented.

What has happened in those ten years? Following is a short history of some things accomplished.

"We opened with 1st, 2nd, 3rd and 4th grades, and an enrollment of one hundred children.

"After examining groups and individuals among the children and their families, and making a general survey of the neighborhood, the idea suggested itself to me that the school could give its best service only if it could combine as large an amount as possible of social work with the regular school work. We have continued to incorporate this feature more and more into the life of the school.

"We began this work in a very small way, supplying clothing to needy children,—clothing that had been given to us by friends interested in the school. Later, the truant officer of the Department, gathered, and supplied us with, clothing, shoes and other necessities quite regularly, and the Churches and Federated Mothers' Clubs have helped materially. The Board of Education obligingly installed a bathtub in the building early in the history of the school, and we have been able to bathe and clothe children who were not cared for at home.

"When additional rooms were finished in the building, and the 5th and 6th grades were installed, we were confronted with the problem of Domestic Science equipment for the girls. And with the idea of special service for this sort of school, in our minds, we hit upon the plan of a cottage—a model bungalow which would serve to provide training in the various branches of simple home-making, and which could be used for club meetings, socials, etc., as well.

"The Board of Education, while heartily approving this plan, was unable to provide funds for carrying it out, but agreed to supply the plumbing as its share toward the enterprise. All other expenses connected with the building and equipment of the bungalow, were met by private subscriptions, or money raised by entertainments and bazaars. Mrs. Phoebe Hearst gave the first five hundred dollars, really making the bungalow possible. Since its completion the little building has been the center of many of the social activities of the school and the neighborhood.

"The Y. M. C. A. and the Y. W. C. A. of the University became interested in the school and its efforts, and we have been able to keep up, quite regularly, clubs, classes in dancing, sewing, reading, night school, and athletic associations, through the valuable aid of these students. Through the generous co-operation of the Federated Mothers' Clubs, who supplied money to pay a teacher, and the Board of Education, who supplied kits and material, we have been able to give the boys lessons in cobbling, and to do considerable practical work along that line, making over worn shoes that were given to us, so that they could be used by the children.

"Gardening has been a feature of the school work, and we have had a successful garden almost every year since the school was instituted. We have also had for about three

years, a branch of the Public Library, installed in the building, and it is increasingly meeting the needs of the adult community, as well as those of the children.

"The building has been open practically every Sunday afternoon for four years, with some social activities—concerts, reading groups, games and other forms of recreation in operation. The Library also is open on Sunday afternoons. The entire community of Berkeley has been most sympathetic, and has responded generously to our needs in this work.

"The factories all along the west side and especially those near to the school, have many times responded with sums of money for any good object we had in view. The various manufacturers gave checks for \$100, or smaller sums, toward the building of the bungalow. They also gave us enough money to secure Pathoscope films for one year, five reels each week. The sulphur company, whose works adjoin the school grounds, graveled and oiled the entire sidewalk area on both sides of the school yard, free of charge, and in fact, the factory owners have generously backed up our efforts in every way. The Board of Education has transformed the large school yard into a well-drained, graveled, and thoroughly satisfactory playground.

"A kindergarten was added in 1914, and it has flourished splendidly. One of the most satisfactory features of the kindergarten is the eleven o'clock luncheon of milk and crackers which has been supplied to the children, by the Board of Education, for the past two years.

"The school, which entered upon its career practically without possessions of any kind, now has four pianos, a Victor machine, a Radiopticon, a Pathoscope moving Picture machine, and many pictures, and other objects of art and beauty.

"The baseball team holds the championship for the Elementary School League.

"For two years we have had a regular social service worker in charge of these activities in the school, an eastern woman of great experience and ability, who is also our librarian. Her salary as social worker is paid by various members of the Federated Churches organization. The Superintendent of the Public Playgrounds has carried out the idea of co-operation in social service by using the school building as a community recreation house in connection with his work at the San Pablo Park Playground."

Such is the bare outline of the history of our efforts.

But this carries with it little idea of the real structure that has been built up, that is, the spirit of understanding and real affection which have grown to exist between the school and its community. It tells little of the personal contacts, the relationships between the families of the children and the teachers and other workers. It does not tell, at all, of the band of "Friendly visitors", girls from the University, who, every semester, give of their time and strength to go into the homes, in a natural and neighborly way, and carry help, material or spiritual, or both. It does not tell of the other Y. W. C. A. girls who have volunteered to give individual piano lessons to little people, hungry to make music, so that we have been able to have as many as thirty-five children at a time, boys as well as girls, getting good instruction, and taking turns at practicing on the school pianos. It does not tell of our big "get-together dinner"—where speeches, and good ones, were made in half a dozen different languages. It does not tell of the almost daily experiences with our people,—experiences moving to laughter or tears, satisfaction or regret.

Something has been done, but so much more there is to be done.

A few days ago, a teacher of this school came to the principal and with tears in her eyes, exclaimed:

"O! the little Nuccia baby is dead. And I knew they were not feeding her right. I might have saved her and didn't. Can't we just devote ourselves this year to teaching our women how to feed their children!"

We can and we will!

What have all these things to do with the "several elements, or power—that go to build up a complete human life,"—with the "power of conduct, the power of intellect and knowledge, the power of beauty, the power of social life and manners"? Just everything, we believe.

Dr. Dewey says, "Everywhere we see signs of a growing recognition that the community owes to each of its members the fullest opportunity for development. To extend the range and the fullness of sharing in the intellectual and spiritual resources of the community, is the very meaning of the community. Because the older type of education is not fully adequate to this task, we feel its lack, and demand that the school shall become a social center."

And what are some of the things, other than those mentioned, that this social center should be. Well, it is the property of all of the people, and it should be used for all of the people, all of the time. It should be a place where tired men and women may go for rest and inspiration. It should be the place where the working boy and girl may get instruction in evening classes. It should be the clearing-house for people needing help, who may there be put in touch with the Dispensary, the Charity Organization, the hos-

pital, the church, the doctor or the priest. It should be the place where every person in its community is at home. It should be a public library, and a public reading room and a public museum. It should be a public art gallery. In short, it should be a place for help and service and uplift of every kind.

Is this vision too brilliant—this ideal too high? Surely not. Let each one of us, wherever we may be placed, strive to attain to the ideal, make real the vision, and see what the years will bring forth.

EDUCATION OF TOMORROW

RICHARD G. BOONE

University of California.

CHANGES in our schools, real or prospective, crowd upon us. It may be too early to say whether they are being carried by a tide of the times, just drifting, or directed by some purposeful insight or foresight. It is not clear whether the accepted modifications are due to new conceptions of the nature of education, or a new selection of means. Are they incident to new insights into the process or the ends to be attained? or are they being forced upon us by the exigencies of the time? Are the current educational practices accordant with some permanent educational policies, or are they transient, to pass with the passing national and civic and military conditions?

That schools of every grade above the most elementary have suffered or enjoyed certain striking alterations, that amount almost to a revolution, is apparent on every side. It appears alike in secondary schools and colleges. In both groups, instruction, as is generally known, has been given over almost wholly to specific exercises. There is no longer education, but only training. It is not that the work has become chiefly war work; that is an incident of our connection with the European situation. Even before America's entrance into the war, schooling was more and more distinctly practical, directed to some achievement, or looking to the satisfaction of some commercial, national, or other social need. Language and science, even the particular sciences, history, literature, and applied knowledges, both industrial and fine arts, medicine, and law, secondary shop and gymnasium exercises, health and sanitation studies, civics

and politics,—all have been selected and reshaped in content and method in terms of the "passing show". Schools and their monitors, have apparently surrendered the cherished ideals of education—liberal studies, the traditional conceptions of the human reference, the purposed disciplines of the school, and have undertaken to manufacture efficiency by the most direct way, and in the shortest time.

That the schools have been successful in this over-turning venture has been amply attested, on the battle-field, in camp, with the engineering corps, in military aeronautics, in the hospital, on the seas, and in the varied co-operations and competitions with trained men at home and abroad. That American Youth of both sexes, from classroom and office, from the pulpit and the forum; the salesman, the scholar, the artist, men and women, master and servant,—all of them untrained in the particular skills called for, should, in the short period of a year, have been habituated to new arts and occupations and technical services and resourceful activities, is one of the marvels of these last eventful years.

What is here in mind is not at all the old problem of formal mental discipline vs. selective and exclusive training. But intensive studies and practices have taken the place of elaborate courses and disciplinary tasks. Particular results have been demanded and achieved in a narrow field; whole sections of the individual life set aside, and disregarded in the interest of some one. And, to the reflective mind, the query will come, what has the individual, or society, or both, gained or lost, in education, by this apparent change

of front? Long before the world was plunged into war, for a generation certainly, under the push of an exigent economic condition, and the crowding of populations, and an increasing alien element, education has been becoming distinctly pragmatic. The conviction grows that lessons to be worth while must be "good for something", and grow out of need. To deal with and react upon real life conditions of which one is a part, is educative as no hypothetical lesson-problems can ever be. To be prepared to undertake real tasks, and to carry them to an issue, and to find joy in the doing, in terms of a coveted accomplishment,—these spell efficiency of a particular kind, vital and calculable; but not inevitably, the more abundant life, which is the end of education.

Schools of whatever grade, for early youth to early manhood, will not find it easy to return to the pre-war standards of formal courses, and prescribed exercises, and classroom indoctrinations and uniform requirements. Young men, with half-finished college or secondary courses, coming back from a conflict with trained forces, with a year of measuring up to one's comrades, matching wits with a wily enemy, building railways and bridges, caring for the wounded, reconnoitering from air ships, battling with the elements, adjusting themselves to an irregular and make-shift life,—will not readily or cheerfully accept the conventional and time-honored curriculum of the classified sciences, the records of ancient peoples, formal language studies, schematic political science, and pure mathematics. If they are to be held to further studies, they must have access to, and guidance in the solving of real problems, projects that grow out of legitimate wants, and serve some virile purpose. Not for these only, but for all, our school courses seem destined to be indefinitely modified,—for both those who have served a-field, and those who have remained at home. All have been a part of the day's work. The nation's need has been the common objective. Both college and high school have come to think, and to teach, and to learn in terms of current national and community productivity, and one's own share in it. This is not a condition created by the war, however, though the world's recent need of specific services has strengthened the tendency. The emphasis for several years has

been placed increasingly upon vocational training, the arts in industry, economic needs, trade, commerce, mechanics, material conditions of life and fitting individuals to them. Congressional encouragement of agriculture, the Smith-Hughes and Smith-Lever provisions, vocational guidance, placement bureaus, prevocation and continuation schooling, educational shops, part-time classes, kitchen schooling, office practice, city farms and school gardens,—are all manifestations of this same tendency to turn the school program over to specific training, with some skill, or a variety of skills, or restricted efficiency at the end.

No one who has reflected upon the problem thus presented, will doubt that the newer practices have their virtues. They utilize personal motive in a fresh and effective way. They realize the consequences of effort. In their accomplishments are discovered standards of progress. The activities are inviting, not compulsory. The process of learning is seen to be of a piece with the process of living. School is life; as all living is found to be a schooling. But neither will any reflective person doubt that if this is all of education, the aggregate effect will be small; and while one phase of real life, it fails of the abundant life in other institutions.

The high school years, the earlier years especially, will be safely employed, if only the humanizing and liberalizing program also, have full recognition. These are the years when the youth has need of every opportunity to find himself, to acquaint himself with the economic and industrial society into which he is going; and, not only so, but through his studies and wise guidance to absorb, as he may, the race's and his nation's spirit of culture and achievement. Before 16, certainly, and possibly before 18, is too early for wage earning trades; but equally too late to begin that intimate and systematic and comprehensive acquaintance with the national life, its virile and achieving history, its accepted literature, the great stories of heroism and ideals, the arts of civilization, particularly our own civilization, the institutions in their building, and the responsibilities of the individual in the century-long process of shaping a democracy.

As Dr. Lange recently said of Latin, these humanistic and liberalizing studies also, are "so radial in specific disciplines that they have

value as educational means that other subjects have not". Throughout these last years of nation wide specific training, we have learned as never before, the impelling force of interested cherished motives. And the problem of the teacher is how to preserve this seriousness of purpose, and persistence of effort in the pursuit of foundational studies. We believe in these vocational training courses, and think they should have larger recognition in our schools than has yet been accorded them. But there is need of watchfulness that we be not carried off our feet by the astonishing successes of this intensive training in narrow lines. Along with economic and technical efficiency, and mechanical skill, and office facility and accuracy, one must be fitted, also, for citizenship responsibilities (that are not all economic) for community co-operation, (a too narrow occupational interest tends to group cleavage and petty competitions), an understanding acquaintance with the culture movements of his own time, at least, and the great moral and social problems he must face.

School and college are destined to undergo appreciable changes in the content of their curricula, in the handling of this material, and in the character of the school program. We shall probably all agree that this is to be desired. But the changes may not safely be made revolutionary, as by congressional enactment. The setting up of new aims in education, the reform of school methods, the adoption of a body of new teaching material, are matters of growth, not manufacture or official dictation. We shall not break with our past, but find in it the genesis of the new. Just now there seems to be more danger of going too far than not far enough in the way of reshaping our educational policies. For youth under college grade, there is obviously more need of revising our method than the subject matter. The same comment may apply to much of the so-called college work, certainly up to the junior year.

Unfortunately, among our youth there are many whose schooling is so fore-shortened that some preparation must be made to give such wage-earning skill as their maturity will permit; but even these, if their after years are to be given to more or less mechanical and routine occupations, have the more need of the richer furnishing of the mind, the

developed civic sense, the community spirit, and a vision of the richer intellectual life. It is not a question of giving these people a humanistic education or a vocational training. A way must be found, during their six or eight intermediate years (before twenty) to link up the industrial and technical studies with human interests, and civic and social meanings beyond the frontiers of mere skill on the one hand; and on the other, to vitalize the academic studies,—history, language, science, art and mathematics, by reference to the purposes of life, by which pupils are surrounded and of which they are sharers. If the traditional subjects are fruitless, the better results will come not by changing them but their handling. The writer holds no brief for the old subjects because they are old, or because they are accepted in our curricula; certainly there is no disposition to depreciate the value of training for the occupations. The present contention is that whatever the skill, if there be wanting insight and appreciation, the life is a fragment only. Both are measurably possible before the age of 18 years, up to which all youth should be held for full or part-time studies.

What the present nation-wide demand for specific training shall accomplish for the schools will depend largely upon whether we are disposed to drift with the tide, or, with open minds and vigorous intent, we seek to fit all youth for the entire group life,—civic service, social co-operation, and domestic responsibility,—not to the industrial order, only.

INTERESTING FACTS ABOUT CALIFORNIA

California has 45 cities with public kindergartens; but six states report more; these cities have 316 kindergartens; but nine states report more. Seventeen cities in the state maintain 52 private kindergartens; eleven other states report more.

In the United States, 91.9% of all elementary pupils are in public schools; in California 94.2%. In the country at large 87.4% of all secondary students are in public high schools; in California 92.4%.

In the United States, 25% of the population is from 5-18 years of age; in California but 18%.

But four states (Ohio, Illinois, Pennsylvania and New York) have a larger estimated true value of all property than ours. Fifteen states make a larger expenditure on schools for each \$100. (Cal. 28.3%). Of the total levy for all expenses, fifteen states, only, have, for schools, a lower rate than California and of these fifteen states, six are in the South.

AN OVER-SEAS LETTER

CLARKSON DYE

With the Army Educational Commission

[No apology is needed for publishing the following letter of a well-known Californian, and good friend of education, and vocational education, Clarkson Dye. He was one of the Charter members of the California Vocational Guidance Society, and last year went to France under commission with the Y. M. C. A. for educational work among our soldiers on the other side. The correspondence is of double timeliness and interest just now, as the Department of Vocational Guidance mentioned is just the assignment which our Mr. Chamberlain has gone to France to execute. Each will welcome the companionship and co-operation of the other. Ed.]

Ancy-le-Franc, France, Feb. 11, '19.

Dear Friend:

Since we have worked hard together, in the past, for the cause of vocational guidance, I thought that it was no more than my duty, to say the least, to let you know something of my work over here with our soldiers.

It seems strange—more than that, not right, that I should be the *only person* advocating the claims of vocational guidance here. The Army Educational Commission refused to entertain the suggestion that a regular bureau or department should be established, holding that it was not an exact science. Since I am a part of the Commission's forces I have urged the necessity of more adequate attention to a subject so vital to the soldiers, but without avail. So my work is limited to lectures to the men.

I am writing this letter in a quaint little stone house where I have been billeted by the Army. The house is over 400 years old, and a few miles away is the village of Griselles, where St. Valentine lived, and where his bones lie. Our American soldiers are encamped in hundreds of such villages, and it seems so incongruous to see them thronging the streets, or driving past in American autos, or smashing through the railroad stations in the cabs of American locomotives, that at times is seems—this peaceful American invasion—like some odd dream.

But if there ever was a time when vocational guidance was urgently needed, when the enlarged viewpoint of the men had developed from adolescence into ripened maturity, it is now. So far, I have only addressed about 10,000, but I am booked for a busy season ahead and hope this will go up to at least 50,000 within the next two months. And the men and the officers are so interested! You have no idea of the eagerness with which they listen to my lectures (nor the puzzles they put up to me!), and how I feel my responsibility as I try to aid them in their problems. The other night at Paris, when I finished a talk, I was assailed with a bombardment or barrage, which

went something like this: "I'm in my third year at — University, majoring in economics, shall I go on, or take up —, which is really the only thing I'm good for, as a life career?" "What do you think of expert accounting as a business?" "How long will it take me to prepare for the business of efficiency engineer, and what are its prospects of success?" "Would I make a good engraver?" "Is a knowledge of chemistry necessary in taking agriculture professionally?" "I'm a carpenter, can I fit myself to be an architect without too much time for preparation?" "What are the qualifications of a surgeon?" "I'm a waiter, what could you make out of me?"—and so, they go on, everywhere.

To these inquiring souls I explain that I am not a magician who, with divining rod, can make an Edison of one, or a Rockefeller of the other; that vocational guidance is not a panacea for the employment problems of humanity. I urge them to study *themselves*, and show them how to use a self-analysis chart; how to find the relationship between their abilities and limitations, and the job which these qualities point to; how to survey the whole field of occupations so that they will be able to make an intelligent choice. I let them realize that vocational guidance does not pretend to do more than indicate the occupations to avoid and the general group of occupations that fit them, and that the ultimate choice must rest with themselves, and that I can do no more than suggest.

You will be surprised, too, to see how many officers are seriously concerned over this occupational problem when they shall return to the United States. Colonels, majors, and lesser officers have shown serious concern, and asked for advice; two have asked me whether they should return to the ministry or not.

The Army Educational Commission is a body composed of Army executives and the Y. M. C. A. They have prepared quite a comprehensive educational program for the sol-

diers to take up while awaiting demobilization, and it is now being started up in many of the camps. Its only fault, in my humble, untutored opinion, is that it is a little too academic and will not adequately assist in the preparation of the men for the futures which will face them upon their return to the United States. I have in mind the serious unemployment situation which seems prevalent in many sections of our country; I have in mind the army of women who have taken the places of many of the soldiers and who, I fear, will be disinclined to relinquish their positions when the soldier returns; I read of strikes, of the discharge of large numbers of men from the ship-building plants and munition plants; I recall Samuel Gompers' dictum that American labor will never return to pre-war wages, and wonder where the end will find us, with the necessities of life raised 78% above what they were ten years ago in many sections.

And the much abused Y. M. C. A.! If some of you could only see the problems that beset them, and really probe into the real, baffling difficulties which have confronted them from the first. Ah, if we could have but foreseen! Mistakes the "Y" has made surely. Inadequate human material they have had to employ at times that demanded the best, most resourceful in the world; heavy responsibilities have been thrust upon it at the most unexpected moment and the organization has tried, single-handed to do the work of a dozen, well-trained and equipped mercantile, banking, amusement, athletic, educational and social welfare, etc., organizations, when desperate needs were to be met. I can, at this moment, make but one comparison: it reminds me of a poor minister who, on his meagre salary, married a designing widow with eight children—and my! how he *tried*, before the inevitable happened, poor fellow.

Before I stop writing (and I have been interrupted often) it might interest you to know that this little stone house is 400 years old, that I am to lecture tonight in the former chapel of a monastery built in the tenth century, from the windows of which, this afternoon, I looked down upon a wall erected before Christ. Imagine this setting, as I endeavor to assist audiences of khaki-clad American soldiers in gaining a comprehensive view-point on the part they will play in the future destinies of America at the beginning of a new era—and, in doing so, be sure to

send me heaps and heaps of wishes for success and achievement, for I need them!

With many similar good wishes for you in your work, I am,

very earnestly yours,

CLARKSON DYE.

Address: Army Educational Commission,
76 Rue Faubourg St. Honore, Paris, France.

THE SAN FRANCISCO SHIP YARD SCHOOL

Manuel J. Jacobs

By the San Francisco Board of Education at a meeting held March 18th, 1919, the following recommendation was approved:

"That the evening school established at the Irving M. Scott School Building be designated the 'Irving M. Scott Night High and Part-time High School', and that Mr. M. J. Jacobs, heretofore appointed Acting Principal of said School, be appointed Acting Director of Vocational Education and assigned to the Irving M. Scott Night High and Part-time High School."

This is the first part-time school established in San Francisco and is recommended as a means by which the efficiency of men actually engaged in occupations will be increased to their own benefit, to the benefit of the industries in which they are working, and to the great benefit of the general community.

This school opened March 10th, 1919; 360 men have enrolled; their ages range from 14 to 61 years; their schooling varies from 1 to 16 years; they originate from 30 different countries; 48 are not citizens; a great number of the men have never received any instruction along civic lines. At present, classes are being held from 7 to 9 at night, but later the time will be changed from 5 to 7 in the evening.

The subjects desired by the 360 men who have registered in this school are: blue-print reading, chipping, caulking and riveting, citizenship, developing, drafting, electrical work, English (all branches), hull-drafting, mathematics (various subjects), mechanical drawing, machine shop practice, shipfitting, various branches of engineering, and welding.

Eight teachers are employed at present, and classes are being arranged to teach the above mentioned subjects. The various shops of the Bethlehem Shipbuilding Plant will be used for the practical courses.

SYMPOSIUM ON CHICAGO SUPERINTENDENTS' MEETING

A NEW POINT OF VIEW

What impressed me most was the evident struggle to evaluate the lessons of the war in terms of training children for the life they are to lead. The great conflict changed our work and our ideals. In the heat of patriotic fervor—in our enthusiasm to win we are unified. We knew we were changing and it was well and right. We socialized our work where it had been bookish before. We were revitalized through an intense motive. With the coming of peace we are again reclassifying ourselves. To some extent, and unfortunately, there is a tendency to socially disunite. Tradition and convention loom large once more. To make way for the new something must go. The capacity of the child is no greater, the day no longer. What are we going to do about it? Shall we discard or shall we remodel the old? Is not a unified Americanism the lesson? Must not we accept and hold education as a continuous process underlying and becoming the foundation of Democracy? And to reach this we must minimize the details and work for the aim—to produce men and women of strength and courage and of the highest ideals of morality and justice.

C. C. HUGHES.



HIGH QUALITY OF LEADERSHIP MANIFEST AT MEETING

The winter meetings of the National Education Association have grown to be the largest and the most important of all the national gatherings held in this country. Registrations at the recent Chicago meeting exceeded 7500, but even this number does not include all persons in attendance at the meetings of affiliated societies. It is safe to estimate the daily attendance upon the complete schedule of sessions as upwards of ten thousand.

While the Department of Superintendence occupied the largest part of the week's program, conducting about twelve different conferences, it is well to remind the reader that something like seventy-three other conferences or sessions were held by national associations that are now annually affiliated with the Department of Superintendence. For example, the U. S. Bureau of Education held conferences with groups of national leaders engaged respectively on such problems of education as the following:

Americanization; village schools; community organization; physical education; home gardens; elementary schools; and sex education. Organizations such as the National Council of Teachers of English, the National Kindergarten Union, the Council of Deans of Women, the Home Economics Association, the Department of Normal Schools, the Society of College Teachers of Education, the National Society for the Study of Education, and the Congress of Mothers were represented by from two to four sessions each. Societies of more recent organization found it advantageous to hold their meetings during this great educational week. Among these were the Directors of Educational Research Bureaus in either universities or state departments of education, the Association of High School Supervisors and Inspectors, the Council of Women in Executive and Administrative Work, and the leaders of the Camp Fire Girls and the Boy Scouts. In addition to the above there were important sessions held under the auspices respectively of the Educational Publishers of the country, the Educational Press Association, and the National Association of Teachers' Agencies.

It is safe to state that no other nation of the world assembles such a congress of educational leaders. During the past ten years these meetings have been of inestimable value in making for the progress of standards whether in the organization of city school systems, or in classroom curricula and methods, or in the teaching profession itself. And one does not dare to estimate what progress lies ahead as a result of the stimulus offered by annual gatherings of this kind. Every section of the country and every type of educational interest seemed to be represented at Chicago, and this has been true of all the more recent winter meetings. Nothing less than nation-wide interest and inspiration ought therefore to be expected.

In my opinion the greatest impression made by the Chicago meeting was that touching the very remarkable advancement in the personnel of the teaching profession. If one may take these representatives as typical, then school teaching and school administration are attracting a high quality of leadership from among both the men and the women of our colleges and universities. And the new generation is at work on modern educational problems

with a seriousness and definiteness of purpose never before equalled. N. E. A. meetings have in times past been given over to a few performers. In this newer day and generation it is the variety of origination, initiative and action on the part of the general membership that is the rule.

W. W. KEMP.



NATIONAL COUNCIL OF STATE NORMAL SCHOOL PRESIDENTS AND PRINCIPALS

This meeting was held in the Congress Hotel, Friday and Saturday, February 21st and 22nd. There were present about one hundred representatives of Normal Schools from some thirty-six states. In the discussions during the sessions, the two outstanding things were:

1st. An almost unanimous agreement that the Normal Schools of the country must maintain three year courses beyond graduation from a four year course in High School.

2nd. That stronger courses must be organized in the Normal Schools and less method work should be given.

A plea was made by many speakers for more thorough courses in sociology and civics that students might maintain a more active and intelligent interest in public affairs.

It was urged that if three-year courses are maintained that the Universities of the several states be induced, by united action, to give full credit for the work in the Normal Schools.

The matter of salaries was discussed at all meetings both of Normal School Presidents and Superintendents. One fact in regard to salaries was brought out at the Normal School Convention, which was of special interest, namely: that the salaries of critic teachers, or supervisors, in Normal Training Schools were from one-half to two-thirds that of the regular teachers in the Normal Schools.

On Friday evening the annual dinner was given by the Normal School people. At this meeting Dean L. D. Coffman, of the University of Minnesota, spoke on "The necessary readjustment of education", and Dr. Chas. H. Judd, of the University of Chicago, spoke on "The problem of developing in Normal Schools productive work among members of the Faculty"; also, Dr. John W. Cook, the Dean of Normal School men, told some interesting history of the early Normal Schools of Illinois. Dr. Cook is just closing his fifty-fourth

year of Normal School work and is expecting to retire at the close of this year.

MORRIS E. DAILEY.



DEVELOPING EDUCATION TO MEET THE NEEDS OF OUR AMERICAN DEMOCRACY

Every session of the recent meeting of the Department of Superintendence in Chicago seemed to me to have, as its fundamental objective, the solution of the problem which I have used as the title of this brief formulation. If the essential factors in a school may be considered to consist of a good physical plant, a carefully worked out course of study, well adapted text books, proper standards in conduct and work, right community relations, and a good teaching staff, all of the factors essential to a school came in for fundamental, detailed, and extended consideration during the meeting.

The object at every point was to emphasize the respect in which each of these factors needs to be improved, that it may operate with the largest effect to do more than has ever been done in the past in training our children to be true, democratic citizens of the world, actuated and inspired in all their conduct by the principles and ideals peculiar to our United States. On every hand the view was stressed that genuine Democracy in education not only means the provision of such a variety of opportunities that each child may be trained and developed in the field of his greatest ability, but it likewise means that society must so operate its machinery as to insure that each child takes on the training of which he is potentially capable. Society may no longer rest satisfied with the feeling that it has provided opportunities. It is responsible to the individual as well as to its own best interests for compelling each oncoming citizen to develop progressively, and as rapidly as possible to the highest level of efficiency attainable by him.

H. B. WILSON.



AMERICANIZATION IN CLEVELAND

After an inspiring program on Americanization at the Chicago meeting of Superintendents, the writer was privileged to spend three days in a laboratory of Americanization in Cleveland. Cleveland has 116 immigrant classes in progress. The Board of Education hold these classes, not only in school buildings, but in factories, hospitals, libraries, foreign halls, and

churches—wherever a group of people desiring instruction in the language and spirit of America can be held together. The teachers have the benefit of a summer institute of two weeks.

Lessons in English are prepared by the school authorities and a pamphlet on American citizenship has been issued by the Board of Education for the use of these classes.

The schools aim to inform foreign speaking peoples as to their legal rights and privileges as Americans, regarding relations of husband and wife—duty of husband to support family; support of parents; minors; attachment of wages; intoxicating liquors; landlord and tenant; mother's pension; workingmen's compensation; chattel and salary loans; carrying concealed weapons, and the like.

Cleveland extends its Americanization program to Americans as well as to foreign speaking peoples and is, in a large way, through its schools, teaching practical co-operative democracy—the only road of escape from rampant individualism.

LEWIS B. AVERY.



THE NATIONAL SUPERINTENDENCE CONVENTION

It seemed to be the universal opinion that never had this Superintendents' Convention been surpassed in attendance, program or interest. It is difficult to give a comprehensive report of this tremendous meeting with an attendance of superintendents, supervisors and principals reaching nearly 10,000 with nearly 100 half-day programs taking place within a period of six days. Apparently whatever the topic or whatever the department in which the topic was being discussed, there seemed to be running through the whole program a spirit of greater democracy, not only of community and national democracy but world democracy. A mere incidental reference on the part of one speaker to the proposed league of nations brought forth an expression of feeling on the part of the convention that left no doubt as to the favorable attitude of the school superintendents of this country toward this world league.

Democracy in school management and school courses of study and their supervision was much discussed. Autocracy received its death blow with the signing of the armistice. With political autocracy must go the autocracy of the teacher, the autocracy of the principal and the autocracy of the supervisor. There was very considerable enlightening discussion upon what we might call the "new type of school

supervision". It was perfectly evident that the arbitrary prescription of methods by supervisors must come to an end and likewise the arbitrary prescriptions in courses of study. Democracy grows best in an atmosphere of co-operation and helpfulness. This relationship, whether it be between pupil and teacher or between teacher and supervisor, must become the dominant spirit.

E. MORRIS COX.



IMPRESSIONS RELATING TO ELEMENTARY EDUCATION

1. The Normal Schools are awake.
 2. There is much unanimity as to the proper place of the normal school in the educational field.
 3. They realize that they have a new and tremendously important part to play in training teachers for the new type of elementary school; their leadership is expected, and they are cognizant of the fact.
 4. This training must be no longer merely a training in methods of teaching school subjects, but must be a training that sends the teacher into the home and unites home and school. They also accept the responsibility of training teachers who can Americanize our adult foreigners, and who are fitted to teach subnormal as well as normal children.
 5. The two-year course must give way in the near future to the four-year course in order to have adequately prepared elementary teachers.
 6. Normal school faculties and elementary school teachers must be better paid.
- From the Superintendents' Convention*
1. Education is to be practically, not merely theoretically, democratic; every child in every condition is to be given a chance.
 2. Education in its wider sense has gripped the pedagogic mind. It is not to be mere book education. We must develop intelligence and intelligence is the ability to solve a new problem in any field.
 3. The schools must meet life conditions, therefore buildings and equipment must be planned accordingly.
 4. Physical education has come into its own.
 5. Waste in education must be eliminated.
 6. Facts, not merely "teaching experience" upon which to base procedure will be gathered and utilized.
 7. Elementary education will receive from now on more and more attention by all educators,

for the chief aim of elementary education is the welding of the nation together.

8. The cost of elementary education will be greater than formerly.

9. There must be democracy among teachers themselves, if teachers are to teach Democracy, and there will be. The lines which separate the university professor from the elementary school teacher, the superintendent from the grade teacher are being obliterated.

MARGARET S. MCNAUGHT.



KINDERGARTEN PRESS LETTER

[As a part of this symposium, though not by a Californian, the accompanying report on Kindergarten and Primary work, as discussed at Chicago is gladly included.]

There were over one thousand in attendance at the session of the International Kindergarten Union, held in connection with the meeting of the Department of Superintendence. The program was as follows:

"What Educational Results of the Kindergarten May Be Measured," Alice Temple, School of Education, University of Chicago.

"What Educational Results of the Kindergarten May Not Be Measured," Julia Wade Abbot, Bureau of Education.

"The Things That Count," W. C. Bagley, Professor of Education, Teachers College, Columbia University, New York; Lotus D. Coffman, Dean, College of Education, University of Minnesota, Minneapolis, Minn.

The meeting was followed by a Symposium Supper at the Auditorium Hotel. Features of the evening were the tributes paid by prom-

inent school men to the value of the kindergarten as an integral part of the school system. Addresses were made by Carrol G. Pearse, President of the Milwaukee Normal School, Peter A. Mortenson, Acting Superintendent of the Chicago Public Schools, and Frank V. Thompson, Superintendent of Public Schools, Boston, Mass.

One of the significant features of the convention, to those who are especially interested in elementary education, was the demand for a more flexible program in the primary school. At the meeting of the National Council of Primary Education, a report was given by the Committee on Appropriate Furnishings for the Primary Room. The answers to a questionnaire showed that an overwhelming majority of elementary school people are in favor of movable furniture in the primary room and of materials that enable the children to carry out projects that develop initiative and creative power. Miss Moore of Teachers College, Columbia University, presented a report of a study of current practice in the matter of the daily program in primary grades. The results of the study emphasized the fact that in the majority of primary schools the periods are so short that it is impossible for children to form the habit of absorption in a piece of work that is worth while. The meeting was attended by many school superintendents and kindergarten supervisors and training teachers which was an evidence of the interest in the problems that are common to both the kindergarten and the elementary school.

THE STATE UNIVERSITY AND THE SECONDARY SCHOOL

Suggested Articles of Partnership

A. Basic working-principles:

1. In accordance with modern insight and the California legal provisions for the Junior College, the Lower or College Division of the University must be organized as the continuation and culmination of *secondary* education.

2. The Lower Division must be further organized in such a way as to afford opportunities for the differentiated studies on which University work, beginning with the junior year, is based.

B. Two corollaries:

1. The University admits to the Lower Division any recommended graduate of an accredited High School, the courses of which

have been approved by the State Board of Education.

2. The University fixes the minimum requirements for admission to the Upper Division, i. e. to candidacy for one or the other University degree.

C. Implications of the foregoing propositions:

1. The High School and Junior Colleges, i. e. the secondary schools, agree to maintain educational opportunities in subjects continued in the Upper Division, i. e. in Mathematics, English, foreign languages, including Latin, History, Social Science, Natural Science, Drawing and Music.

2. The University agrees to maintain educational opportunities in the Lower Division for those who in their High School course have not taken all of the subjects requisite for ad-

mission, by one gate or another, to the Upper Division. As the intermediate or junior high school develops this expedient will tend to become obsolete.

3. Provided the student meets the requirements for admission to the *Upper Division*, it does not matter how many high school, Lower Division or junior college units he offers in the subjects not included in the first seventeen of the University list.

4. A recommended graduate of an accredited high school enters the Lower or College Division *without conditions*; he becomes a candidate for a degree whenever he meets the requirements for admission to the Upper Division.

A. F. LANGE.

RATING SCALES

An article on the Rating Scale in the army is suggestive of an arrangement which might be made to measure the efficiency of teachers for election, retention, promotion, or demotion, according to merit that deserves consideration. The qualities evaluated might be modified in the interest of professional teachers to read,—on health conditions, general intelligence, professional intelligence, leadership among students and in the community, exemplary character and general service to the profession. Possibly other characteristics should be included in a scale for judging teachers, but this one is suggestive of the possibility of rating teachers by a less personal, and often-times biased judgment than that of merely general impressions of the Superintendent or principal. All agree that length of experience in a school or a system is not an adequate standard. All agree, too perhaps, that a salary schedule based upon years may be unfair to the growing, thoughtful teacher as compared with another of equal experience but of static character and intelligence. The attempt to quantify and give a percentage estimate to mental and spiritual qualities and personal attitudes may sometimes go astray; but it is wholesome to the judge and a stimulus to the one judged.

The article is timely and principals will find in it material for consideration with reference to their teachers. It is absurd to consider two teachers of 10 years' experience each as being equally entitled to a promotion in salary and responsibility, when one has shown an annual enrichment of life and access of teaching

skill and the other has fallen into a rut, and ceased to grow. The News would welcome intelligent reactions of administrators and teachers to the notion involved in this proposition.

ANNUAL MEETING OF CALIFORNIA TEACHERS' ASSOCIATION

The representatives of the various sections will meet in annual meeting at Hotel Oakland, Saturday, April 12, 1919, at 9:30 a. m. This is the annual business meeting. Various committees will report and there will be discussion of pending legislation.

All members of the California Teachers' Association are invited and welcome. The officers of the Association solicit a larger attendance of members of the Association at these Council meetings.

THE HIGH SCHOOL TEACHERS' ASSOCIATION

The Summer Session of the California State High School Teachers' Association promises to be of unusual interest. It is proposed to hold sessions at both University Summer Schools, July 7, 8, 9, in Berkeley, July 10, 11, and the morning of July 12, in Los Angeles. The motif of both sessions will be reconstruction and rehabilitation and the lessons of the war as they will probably influence education.

The motif being the same, some duplication of programs will inevitably and naturally result.

Speakers who really have something to offer should prepare papers and lead the discussion. The very best that the high school teachers of the state have to offer should be presented. It is hoped that we may be able also to secure speakers of note from outside the state.

Will the leaders in the ranks, and the officers of high school organizations, interest themselves and offer suggestions to the state organization so that the program when finally arranged shall be of unusual and conspicuous merit.

To meet the expenses and to arouse interest, may we urge the officers of the various local and district organizations to begin at once a campaign for a large membership?

Address communications to Prof. Richard G. Boone, Acting Secretary for Mr. Arthur Chamberlain of the SIERRA EDUCATIONAL NEWS, Monadnock Building, San Francisco.

P. M. FISHER, President.

EDUCATIONAL LEGISLATION**E. MORRIS COX****Chairman of Legislative Committee**

At present writing (March 19, 1919) everything seems most favorable for the educational measures before the legislature in which the California Teachers' Association is primarily interested. Apparently, the legislature believes in education and it seems to look with favor upon those measures which are in the interest of better schools. The Senate Committee on Education has unanimously approved the increase of the elementary state school fund from \$15.00 to \$17.50 per pupil. Superintendent Wood made the presentation before this committee and also later before a joint meeting of the Finance and Ways and Means Committee. S. B. 18 (amended to \$17.50) and A. B. 242 provide for this increase in the state school fund. S. B. 403 and A. B. 245 provide for an increase in the county fund. It is important that the educational forces of the state should, at this time, unanimously get behind the bills increasing the state school fund and those increasing the county fund for elementary schools. Unfortunately for the success of legislation, we are too often divided. Any division now means failure. There is abundant reason for believing the state school fund can be increased to \$17.50 per pupil and the county fund increased to the minimum of \$25.00. Unanimous support can put these measures over.

The bills relating to compulsory education, part-time schools, certification, registration of minors, physical education and maximum class enrollment have not yet been reached by the committees. However, it is apparent that the attitude is quite favorable.

All indications are in favor of a state constitutional convention and against the enactment of any constitutional amendments at this time. It does not seem probable that the question of the appointment of Superintendents or the county unit in organization will come up for very much consideration at this time.

The original tax limitation measure enacted two years ago which was held up by referendum has again been introduced and also the initiative measure proposed by the California Teachers' Association. These measures are in the hands of the Committee on Revenue and Taxation. It does not seem at the present time that the sentiment is very much in favor of their enactment into law in face of the major-

ity of the people of more than 100,000 in opposition last November.

Tenure and retirement salary bills are still in an uncertain state. Numerous bills relating to the retirement salary and to the tenure of teachers are pending. The lack of harmony in these measures may defeat them all. It seems that there will be no serious changes in the Retirement Salary Law except perhaps in the requirement of the payment of \$12.00 at one time. Various representatives of Teachers' associations have been attempting to bring the tenure bills together. These representatives hope to secure the enactment of a law that will render the tenure of all efficient teachers and principals secure. How this can be done probably depends upon the degree of unanimity among the educational people of the state.

PRESIDENT ELIOT'S EDUCATIONAL PROGRAM

1. Appropriations from Congress to help the states eliminate illiteracy.
2. Immediate expenditure by the National Government to aid states and municipalities to teach English to adults of alien birth.
3. A national program of education against venereal disease, in which all American schools shall cooperate.
4. Considerable expansion by the National and State Governments of the functions of the medical examiner, the school nurse, and the district nurse.
5. Addition to all school programs of instruction in the sciences of observation in the arts and crafts, and in the elements of music, drawing, modeling, and architecture.
6. Teaching of agriculture to be an important feature in the education of every child in both the urban and rural population.
7. Reduction in number of school periods assigned to memory subjects and to mathematics; utilization of more hours in the school day and summer vacation.
8. Better buildings; better laboratory equipment; better teachers; and more money for education.
9. Support by the National Government of better secondary schools and normal schools.
10. A complete course in physical training for every child, the National Government to plan and enforce the course and pay part of the expense.
11. Development of spirit of patriotic, co-operative service on the part of all boys and girls; "team play."
12. Conveying of fundamental religious ideas to every American child and adolescent in the schools.

EDUCATIONAL LITERATURE

LEARNING TO LEARN

Miss Vera Williams, a country teacher of Muskingum County, Ohio, employed her pupils to do the janitor work of the school for the year of eight months. With the \$24 thus earned they bought books for the school library. This year four other schools in the same township are following the plan, in consequence of which the school libraries of the township will be enlarged and enriched by about \$100 worth of books.

Country teachers, think this over. If it appeals to you as a good thing, go thou and do likewise. It will require some tact to work the plan harmoniously. It would be well to bring the matter up at a neighborhood meeting of the parents. Some objections may be raised. "The board ought to hire a janitor," someone will say. Perhaps so; but for a little job of an hour a day or less it is not easy to get a janitor in the country. Then think of the lessons in thrift, team work, co-operation, public spirit and community consciousness which are thus inculcated. And if the boys undertake the work in stormy weather and the heaviest of it all the time, here is a practical lesson in chivalry. Let them decide by vote the rules and regulations concerning the work—a lesson in democracy. "But the little fellows will share in the benefits and the strong ones will do all the work," says grouchy Yellow Streak. Yes, and why not? The little fellow's chance will come later, and he is your brother any way. There will also be lessons in sanitation—best way to dust furniture, regulate the lighting and ventilation, use of floor oil, cleaning blackboard, disposition of waste paper and other garbage, etc. And when you come to select the list of books, that will furnish a good topic for part of an evening of the community center.

American Journal of Education, Feb., 1919.

NEGRO EDUCATION IN THE SOUTH

"Southern School Work" is the Educational Journal of Louisiana. In a recent issue appeared a statement of the state's plans to promote more effectively the education of the negro, and especially the work of the rural schools for both boys and girls. Mr. Favrote says such betterment is "necessary from the economic and industrial development, from the viewpoint of health, public safety and justice". A paragraph from a bulletin sent out by the State Department says: "Taking \$100.00 as the yearly production of the uneducated negro, the financial loss to the state through sickness and death, preventable by sanitary improvement is nearly \$16,000,000 per year. . . . The State also bears its share of soil-devastation in the South, where 100,000,000 acres are cultivated by negro farmers, tenants, and laborers, most of whom have never been taught the rudiments of successful agriculture". Mr. Favrote adds an eloquent plea in his final statement: "We see the need; we can stand the cost and we know how to do the job. Do it in the interest of a more prosperous state, better health, or

public safety; or do it because our sense of justice or fairness prompts us to it. Or do it, in the comprehensive plan of our President "to make the world safe for democracy."

In some future issue of the "News" it is hoped to have a symposium on what has been accomplished and what is being done in the effective training of the negroes, men and women, to an effective life.

VOCATIONAL EDUCATION

Issued by the Committee on Special War Activities of the National Catholic War Council, is a pamphlet on Social Reconstruction, in which, among other valuable information, is a paragraph on vocational training whose teaching is thoroughly sound. "The vocational training should be offered in such form and conditions as not to deprive the children of the working classes of at least the elements of a cultural education. A healthy democracy cannot tolerate a purely industrial or trade education for any class of its citizens."

THE FUNCTION OF EDUCATION

"The real function of education is service not selection. The business of the school is to improve each individual in accordance with his capacity, rather than to select individuals who can do certain things deemed desirable by the schools, and to exclude all others. It may be admitted that the special finishing school should be selective. It is my belief that the primary function of education at all stages, whether elementary, high school or college, is **service** rather than **selection**, which means the dealing with the individual as he is, and improving him in accordance with his capacity. I would set up the ideal of service or improvement education rather than selective education, leaving the selective function to the special school, whether it be distinctly professional schools, such as the law and medical school, or lower types of vocational schools such as the trade school. The present selective function set up by all our administrative provisions emphasizes enormously the failures of education. The public mind is always focused upon the lack of capacity of individuals. Continually we are obliged to count our failures rather than our successes in dealing with human material. Our human assets are made to seem small, our human liabilities enormous,—a pessimistic outlook upon humanity."

This extract is taken from an article in the Harvard Alumni Bulletin, on "New England Colleges." It appears that, for 1918, before the Eastern College Entrance Examination Board, 47.6% of all candidates failed. It is said further that "this over-emphasis of the selective function of education in the college is that a similar principle is forced upon the high school;" and that "it does not stop with the high school, but is imposed upon the elementary school." There is here no recognition of the democracy of individual opportunity. There is needed a 'system of higher education which will furnish a great variety of educational

opportunities for the boys and girls who are today shut off from higher education through the present limited, and, to my mind, undemocratic method of selection set up by present college entrance requirements."

All this is particularly adapted in form and meaning, to California. Both in secondary and higher institutions, the conviction grows that, at all ages, and in all stages of his advancement, the youth is entitled to receive, and the State is under obligation to furnish, such opportunities for further education as he desires and has faculty for: that, except for final honors or diploma purposes, conditions of entrance upon any grade of school shall not bar him from sharing in the privileges of the school, to the extent of his ability and his needs. In the final analysis, the College is not, primarily, a degree-grinding mill, nor the high school a diploma factory; but that both are, or should be agencies for improvement in skill, and knowledge, and breadth of vision for such as can use them. The ideal of the author of the article quoted is wholesome; the function of the school of whatever grade is **service** not selection.

THE FUNCTION OF SCHOOL ART

A collection of the most stimulating discussions on the social and economic bearings of art work in the schools appears in a recent issue of *The Prang Bulletin* ("published now and then"), Vol. XVI, No. 2. The cash value of an art education; Art in relation to national growth, the national need of industrial art; Industrial art in elementary schools; the new basis of art teaching; Industrial art and our public schools; and, most of all "A Supervisor's Confession",—are rich in wholesome suggestion for the future of art education. The meaning of the entire series may be discovered in the concluding words of Miss Bernice Snow; "The life of art is to be found in service." The sentiment appears in manifold forms, but the same sentiment, "We believe in teaching art for use. This is our creed," (J. P. Haney): "The public school art course is getting farther away from the easel-painter's studio," (J. P. Haney); Every one can draw, design or appreciate something. Every one can construct something, why not bring these activities together—put the design and the drawing into (**into** not **onto**) the construction? Why not think these activities in relation to child life, interests and needs." (A. D. Dean.) Whatever "system of art" is taught (how we have enslaved ourselves to "systems" and "schools", and creeds and platforms!), teachers of the subject in the public schools will find here a new idea, or confirmation of the familiar notion that "art that has relation to life, and to be worth while, must aim at purposed and intelligent reaction on doing and conduct."

FEDERAL BOARD MONOGRAPHS

In the interest of Vocational Rehabilitation, the Federal Board of Vocational Education is doing some very superior work in aid of various kinds of re-education. Just now is a series called "Opportunity Monographs,"—safety and fire protection, engineering, concrete construction, electrical employments with utility

companies, electrical construction and repairs, and the law as a vocation. Each presents the nature of the occupation, the personal qualifications needed, the opportunities for employment, the training needed, probable wages, etc. It is a valuable series for either workmen, intending workmen, or instructors, and written by people who know.

Bulletin No. 23 of a Home Economics series for use in school classes, evening schools, or among adult women, is replete with information, of a most practical sort, and particularly for the guidance of teachers.

RURAL SCHOOLS

"Many if not most of the shortcomings of American education are due to the fact that the public schools are essentially local institutions. Owing to the inequalities of wealth many communities are unable to support good schools. Other communities, though comparatively wealthy, are satisfied with low standards. The result is a wide variation of educational opportunities, not only among different parts of the country, but also among different districts within the same country. We are beginning to see that the educational backwardness of any community is a matter of concern, not only to the community, but to the nation as a whole. Generally speaking, it is the schools of the sparsely settled districts that have suffered most from the narrow neighborhood conception of educational responsibility. From the national point of view, it is these village and rural schools that are the most important, for in them more than one-half of the citizens of the next generation are enrolled, and the great majority of these future voters will have no schooling elsewhere." (Extract from "National School Service.")

EVENING SCHOOLS

"Our national needs (for semi-illiterate adults) are a common language and the enlargement of community ideals. To secure this, there must be money for night schools, and this is to be considered as a paying investment and not a philanthropic move. These night schools must be manned by teachers trained in technique and spirit. There must be thoroughgoing co-operation without condescension by the community. The aim of the school must be wider than the ability to answer twenty questions for naturalization. It must include recreational, sanitary and civic ideals, and these must be evolved from the historic and hero ideals of the nationalities in the schools."

—Dr. Coraline Hedger. Americanization Committee Work.

RURAL MEANS OF EDUCATION

"That the rural child shall have equal opportunities for education with the city child by no means implies that the means and methods are to be the same. When we copy for the rural schools the architecture, the course of study, the pictures on the wall, the playgrounds, and use even the text-books of the city schools, we are making it impossible to utilize the greatest of all resources in the education of the rural child—his environment."

—Adelaide Steele Baylor.

TEACHER TRAINING FOR TRADES AND INDUSTRIES

Attention has elsewhere been called to the Report of Director Charles L. Jacobs on the preparation of teachers under the Smith-Hughes Act. That the work in California receives the hearty endorsement of the Federal Board appears in the fact that the official report for the first year is published entire in the "Vocational Summary," etc., official news organ of the Board. In anticipation of a complete exhibit in June of the work, Mr. Jacobs kindly furnishes the following statement of present plans and processes. This is pioneer work in a field that must yet be cultivated more intensively, if the purposes of the Smith-Hughes provisions are to be realized.

Under an agreement between the State Board of Education and the University of California there have been established, in the city of Oakland, teacher training classes for teachers of trade and industrial subjects. There are four types of teachers which may be trained in these classes, namely; (a) "Teachers of Applied Subjects", (b) "Teachers of Continuation Schools in Civic and Vocational Subjects", (c) "Teachers of Supplemental Subjects", and (d) "Directors of Vocational Courses."

The training for the teachers of applied subjects requires a total of 288 hours. Half of the time is given over to applied work and the other half to class work. The applied work and the class work are carried along parallel to each other. One evening a week during the entire extent of the course is given to each kind of work. Since the applied subjects students are all trades people employed at their vocations during the day, they receive their training at night.

The course for supplemental teachers aims to prepare technically trained teachers, and other qualified persons, to teach the subjects which comprise the supplementary knowledge that is more or less essential to success in each of the trades. The titles for certain of the trade supplemental subjects specifically mentioned in our State Board of Education Bulletin No. 23, on Vocational Education, are: "Industrial English", "Industrial Applications of Drawing", "Industrial Applications of Science", "Industrial Applications of Mathematics", and "Hygiene and Sanitation". The course for the supplemental subjects teachers includes both theory and practice. It is planned to complete this course in 144 hours, by requiring two evenings a week for 36 weeks.

The continuation school teachers in civics and vocational subjects will receive training similar to that given either to the applied subjects teachers or the supplemental subjects teachers, as outlined above.

THE PHYSICALLY UNFIT AMONG US

The War Department's estimate of men available between the ages of 32 and 45 was 1,366,142. Of these 435,378 were rejected as unfit.

Of the 2,568,012 young men available between the ages of 18 and 22, those rejected numbered 770,403.

Here, then, are 2,568,012 mere boys of whom nearly a third have been broken on the wheel of infirmity, a number agreeing in depressing

consistency with the averages adduced in all the other instances cited in this country.

Why should such appalling numbers of American youth, under standards of living for which so much is claimed, fall at their tender age into the "physically unfit" class?

And here are 1,036,614 men in their very prime, in the very flower of ripening manhood, of whom 42 per cent, nearly half, have been blasted at the core.

In these two classes alone, our War Department, from a total of 3,604,626, weeds out, at a time when stern necessity inspires less rigid physical examination, a full third (1,205,781) and casts them off.

These are figures we cannot get away from, and they tally in irritating persistence with the proportion of our school children suffering from malnutrition.

HAWAII TO HAVE FEDERAL SCHOOL SURVEY NEXT FALL

Hawaii, too, is interested to know just what her schools are doing, and what they ought to do; and, through the courtesy of our friend, Prof. MacCaughey, known to "News" readers by his contributions, we learn that a survey is to be made of all the school agencies of the Islands.

"The federal school survey for Hawaii, planned for this spring, cannot be held until next September, according to word received from Washington by Henry W. Kinney, superintendent of public instruction, and A. F. Griffiths, president of Oahu College. The survey will be under the direction of Dr. W. H. Foght of the bureau of education, and he will be assisted by Willis Johnson of the Northern Normal School of North Dakota. Dr. Samuel Capen of the bureau of education and formerly of Clark University, Worcester, Mass., is the third member of the board, and his special duty will be to extend the survey to private schools.

"The fund for providing for the survey of private schools, for which no provision is made by law, was raised under the direction of A. F. Griffiths from private schools, and as a result Dr. Capen has been named to do this work. The work of the survey will in all probability take three months and will cover a study of the peculiar needs of schools in the territory."

Minneapolis has a school for school Board members, a sort of clearing house for school and educational ideals, and a forum for the several executive and supervisory officers. Now, if they admit teachers, also, to the Councils, it must be recognized as a truly democratic venture.

The Brazilian government will send 100 of her promising young men to the United States to complete their education. Each has an allowance of \$1000.00 for expenses. Thirty-six of these men have arrived, graduates of Brazilian Universities and technical schools, and have already been located in American institutions. Several are located in the South for the study of sugar and cotton production. Here is one means of originating and fixing commercial and civic friendships between the two peoples.

Education by Story Telling. By Katherine Dunlap Cather. World Book Company. Pages 387. Here is a book that is unique. The series (the Play School) is edited by Clark W. Hetherington, Director of Physical Education, for California, who has an illuminating introduction to the present volume, exhibiting the function of the story in the process of education. Indeed, the author's text, also, is a treatise on pedagogy. The first 150 pages consider the uses of the story in the rhythmic, the imaginative, the heroic, and romantic periods of childhood; the art of building and telling the story; its relations to appreciation of literature, music, art and dramatics; and the body of the book, the possibility of enriching the regular school-room subjects,—history, geography, nature study, domestic science, manual training, etc. Thirty-one stories are told in full. Admirable lists of stories, suitable for the several grades, by months, are given; and a complete bibliography of the entire subject. Any elementary grade teacher will find here material for constant use.

Bulletin No. 15 (Reeducation Series No. 3). By Douglas C. McMurtrie, Federal Board for Vocational Education.

This is a comprehensive statement of the Evolution of National Systems of Vocational Reeducation for Disabled Soldiers and Sailors. In a monograph of more than 300 pages, the policies of France, Belgium, Great Britain, Italy, Germany, Austria-Hungary, Canada, Australia, New Zealand, India and South Africa, are presented, showing national policies, methods and organization, teachers, curricula, finances and placement. It is an exhaustive study of the problem of vocational re-education. The report was prepared under the direction of the Red Cross Institute for crippled and disabled men. Boards of Education, School Superintendents, higher institutions, Y. M. C. A. organizations, and all philanthropic societies undertaking such work would find this collection of material indispensable as a guide, not as to what has been done, but as to what may profitably be attempted. Beside the 265 pages of exposition, there are 50 pages of bibliography. It is profusely illustrated. Address Federal Board of Vocational Education, Washington, D. C.

The History of the American People. By Chas. A. Beard and Wm. C. Bagley. The Macmillan Company. Pages 661. Price \$1.20.

Very naturally a text book in our history for American schools will be a very different thing in generations hence from one issued in 1918. The past of our people and their institutions has been lived and recorded. Yet there is a difference in the recorded fact of that history and their interpretations as described by different authors. In the present work the title is wisely chosen and seems to fairly represent the text to the American People. The merely political and administrative acts are less emphasized than in almost any text now used; and the facts and aspects and conditions of wholesome and co-operative living given prominence. Territorial expansion, the great migration, the industrial revolution, the growth and sentiments and habits of democracy, popu-

lar education, immigration and the immigrant, cover approximately one-fourth of the book. There are the usual appendices and a carefully chosen bibliography to suit the story told in the text.

War Time Drawing. By Institute for Public Service. New York. Pages 57. Price 75c. This is a remarkably stimulating book for primary teachers almost equally worth while for its art and for its pedagogy. Its directions are very human in its understanding of the child's mental, and especially emotional traits. "Don't tell a child that he is not capable of drawing; don't make classes draw butterflies when they want to draw airplanes and chevrons; don't use dancing girls for design until you have tried Red Cross Nurses". Suggestions for illustration of scrap books, alphabet books, sand-table construction, animals and birds, etc. are numerous and well-chosen. In the hands of almost any resourceful teacher, it should be a thoroughly usable guide.

History of the United States. By Emerson David Fite. Henry Holt and Company. Pages 531.

Of making many histories of the United States there seems to be no end. Occasionally an author has a new point of view, or organizes his material differently, or stresses certain social and civic problems out of the usual way. Dr. Fite has made a good history as an ordinary high school book; that is it would seem to be easily usable as a text. But more than this he has seen the value to youth of some significant implications of our political, and economic and civic achievements; the enrichment of the world's geographical knowledge; the shaping influence of Anglo-Saxon ideals upon American practice; the social and economic development of our country; the effects of immigration, the significance of the frontier; Pan-American relations; and our recent history,—receive extended notice. One criticism might well be offered. As a high school text, considering the amount of time that can be given to the subject, it is too comprehensive. The average school devotes but a year to it, generally shared with civics. It has 30% more matter than the books in common use; and while well suited to a college course, or admirable as a high school reference, it would probably be found too heavy for secondary use, except in large schools.

The Real Business of Living. By James H. Tufts. Henry Holt and Company. Pages 468.

This is a unique treatise of certain very vital questions, fundamental to getting on in the world in righteousness and peace and efficiency. For teachers as a profession it is really a great work in the principles of education. To the writer's knowledge it is already used by one School of Education in the training of teachers; with an evening class of Ship-builders, and elsewhere as a text in practical ethics. The discussion defies classification in any academic category. From a consideration of the early clan and its customs, to self-government and progress through democracy, the argument is replete with concrete illustrations of the race's

successive conquests over social and political obstacles, over a selfish individualism and class antagonisms, in industry, and culture and custom. The control of private business, work as public service, fair and unfair competition, urban and rural social conditions as they affect clean and efficient living, and the new problems of democracy,—all come in for the most considerate but convincing treatment. To fit the young for the business of living is the function of the School; and here is a book on civics with a broad meaning, suited to thoughtful teachers.

American Ideals. By Emma Serl and William J. Pelo. The Gregg Publishing Co. Pages, 160. Price, 69c.

This is one more of the numerous books on Patriotism coming from the American press. Its subtitle is "Selected Patriotic Readings" and it is designed for the early teens. The more than 50 extracts are well selected and well classified. Both early and later American historical events are celebrated, patriotic ballads and songs are included and a wealth of information about our Country. Ex-President Eliot adds a fine page of introduction. The accompanying "Teachers' Manual" is suggestive of the uses to which the book may be put.

The Beginnings of Science. By Edward J. Menge. The Gorham Press. Pages, 243. Price \$2.00.

This is one of a half dozen books in Badger's Studies in Science series, and discusses life, mind, how children learn, evolutionary theories, laboratory work and psychological laboratories, etc., with a choice list of suggestive readings. Chapters VI and VII on various aspects and meanings of evolution are particularly good.

Health Education in Rural Schools. By J. Mace Andrews. Houghton Mifflin Company. Pages 316. Price, \$1.50.

In the words of the author, "this book contributes little or nothing that is new to the science of hygiene; but it does lay claim to a certain amount of originality in two ways." The material and treatment are both from the rural teacher's point of view. Emphasis is placed on health habits, the co-operation of the home and the community, practical and everyday rural problems affecting health, and an interesting and original "plan for rating the teacher's work," in health training. There are many illustrations and they are good.

Demonstrations in Woodwork. By Clinton Sheldon Van Deusen. The Manual Arts Press, in three parts. Price, 25c each.

The series presents a plan to be followed more or less by undirected students who are interested in the fundamentals of woodworking. The equipment required is simple; the projects proposed are such as to be interesting to almost any boy; and the instructions to accompany them so plain as to forestall going astray, while still leaving room for personal resourcefulness. The study comprises 28 problems. For village, town and rural schools, the "Demonstrations" would be admirable, and should afford an easy introduction to more serious and complicated problems in woodworking and the use of tools.

RECONSTRUCTION LITERATURE

Two interesting monographs, reprints from the Overland Monthly, have been received on "Compensations of the Great War," and "Problems of Germanic Reconstruction," both by Prof. R. D. Hunt, of the University of Southern California. Teachers of High School History, civics or economics will find these helpful.

THE WORLD BOOK

There has recently come from the press a new and revised edition of the World Book,—a dictionary and encyclopedia in one. For teachers and pupils, for families, especially where there are children, for the business man, the housewife, the farmer, the mechanic, the aspiring clerk and apprentice, it is invaluable as a ready reference and authority.

The Reconstructed School. By Francis B. Pearson. World Book Company. Pages, 117. Price, 90c.

This is the 10th volume in the series of school efficiency monographs published by this Company. Like the author's earlier book, "The Vitalized School," this is a thoroughly original treatment, not because of new topics as such, but new meanings in education, new purposes and new school responsibilities. Along with almost radical progressiveness in some respects, there is a clearness of vision, a sanity of judgment, and a concreteness of treatment that will appeal to ever earnest teacher. The reconstructed school is timely and constructive.

Backgrounds for Social Workers. By Edward J. Menge. The Gorham Press. Pages, 200. Price, \$1.50.

The "backgrounds" have been gathered from a rather miscellaneous group of previously published articles, and so betray an imperfect connection. Much of the material is good as sociological discussion, but makes up a book only in the sense that the several chapters are bound under one cover. Chapters VI-VIII are given to a connected study of the "Family" from primitive times to the Renaissance. It is really a stimulating book.

Modern European Civilization. By Roscoe Servis Ashley. The Macmillan Company. Pages 690. \$1.80.

Four-fifths of the text is given to the last century and a half; and nearly three-fourths to the periods since 1800. It deals with distinctly modern problems with a consciousness of recent world problems in mind as a goal of international evolution. Chapters on economic and political revolutions in most western nations are well handled. In the treatment of national developments and the sequent international conflicts, there is revealed a balanced judgment, a familiar acquaintance with great movements, and a keen discrimination of the important and merely passing interests that is most gratifying. Paragraphs concerning the Great War bring the story down to the middle of July, 1918.

Elements of Business. By Parke Schoch and Murray Moss, American Book Co., Pages, 212. Price \$.88.

The authors are two teachers of the West Philadelphia High School for Girls, but the nearly

40 short chapters discuss in an intimate way, aspects of every day business of quite as much value to men as to women, to husbands as to wives. Exchange, money and credits, banking and savings institutions, insurance, property, investments, business correspondence, and personal accounts, all come in for very careful, non-technical descriptive treatment. With the current demand for economic and vocational training in our secondary schools, this would seem to be a text well suited for the high school or even in the lower high school.

Vocational Civics. By Frederic Mayer Giles, and Imogene Kean Giles. The Macmillan Company. Pages 248. Price \$1.10.

With a rapid development of occupational studies and classes, and separate vocational schools, in an effort to reach all youth with some preparation for life labors and public service, there has grown a new sense of the need of a syllabus or text for practical civic training. Obviously it must be something more than civil government of the traditional sort. In the Giles book there would seem to be a successful venture in this field. The sub-title: "A study of occupations as a background for the consideration of a Life-Career," is suggestive of a fresh conception of citizenship growing out of the occupations. The practical exercises, problems and suggestive readings are comprehensive and original.

Textiles and Clothing. By Ellen Beers McGowan and Charlotte A. Waite. The Macmillan Company. Pages 254. Price \$1.10.

For so long, and so generally, the high schools have confined their domestic art work to courses in sewing and allied needle exercises, that it is gratifying to have offered a thoroughly sensible text on fabrics, their materials and manufacture, the economics and hygiene of clothing, marketing, etc. The illustrations, the tables of materials, their wearing qualities, patterns, and uses; the outline at the head of each chapter, of its main topics, and the numerous practical problems make the book, both authoritative and usable.

Farm Craft Lessons. By Eugene Davenport. Issued by the United States Department of Labor.

Here are outlines of 29 lessons on farm work, the means, the purposes, the processes, and the possible stimulating interests, stock, implements, tools, seeding, cultivating, harvesting, making a fascinating story possible. Address Richard Hutton, Director of Publicity, U. S. Boys' Working Reserve.

Housewifery. By Lydia Ray Balderston. J. B. Lippincott Co. Pages, 340. Price, \$2.00.

To any one who has followed the developments in recent years, of home economics, and the publication of instructional works on leaking and saving, with occasional chapters on home making, management, etc., such a book as Housewifery must come as a ray of light. It is a comprehensive, scholarly, but sensible and suggestive treatment of the home as a going concern, and capable of rational ordering. It is a handbook of practical housekeeping; its

business aspects, plumbing, heating, and lighting, labor-saving appliances (two valuable chapters), supplies, furnishings, storage, cleaning and renovation, disinfectants, household pests, etc. It is the work of a practical housekeeper who is also a teacher and a close student of her work. It goes without saying that all home economics teachers will have use for its wealth of keen description and illustration, but housewives generally, and especially those who must care for their own homes, will find it a practical guide.

Survey of the St. Louis Public Schools. By Charles H. Judd. The World Book Company. Three volumes.

There are School Surveys and School Surveys. As might be expected they are of very unequal value. Some are more comprehensive than others; some deal chiefly with fundamentals only; some bear a too personal stamp; some were hastily done and have correspondingly less permanent value; a few are merely local and lack the balance of comparative studies. The St. Louis Survey cannot well be chargeable with any of these defects. Part I, discusses "Organization and Administration;" Part II, "The Work of the Schools;" Part III, School Finances. Some of the best lay and professional experts of the Country were on the Survey Staff. The "conclusions" and "recommendations" are comparatively few but formulate principles. The St. Louis School Survey will repay careful study by any one interested in comprehending his own school.

CURRENT LITERATURE ON EDUCATION

Education for a Friendly World. School and Home Education, Feb. 1919.

The Universal High School. School and Home Education, Feb. 1919.

Two well written contributions inspired by a vision of better things for the schools; good material for discussions by the teaching staff of each school.

Social and Industrial History. Midland Schools, February 1919.

The All-Year-School. Journal of Education, Dec. 5, 1918.

Extra-Curriculum Activities of the High School. Education, Feb. 1919.

School for all Children. National School Service. January 1, 1919.

Teachers' Help During Demobilization. Ibid.

The Rural School Problem. Ibid.

A New Era for the Child and the Home. Mother's Magazine. March, 1919.

Debating in Grammar Grades. Popular Educator. March 1919.

Shall we teach Efficiency in Our High Schools and Society. March 8, 1919.

Supervised Study in the Joliet High School. School Board Journal, March.

Relation of Vocational and General Education. Manual Training Magazine, March.

A High School Course in Sociology. Educational Review. March.



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NOTES AND COMMENT

WANTED: Copies of the Sierra Educational News for January, 1918. If any members of the C. T. A. or other subscribers have copies of said number, not needed for their files, or otherwise to be preserved and will return them to the News Office, the generosity will be appreciated. The office supply has been exhausted.

Beginning April 19, in the Public Library, Civic Center, San Francisco, Prof. S. J. Holmes of the Department of Zoology in the University of California, will give a course of lectures on heredity, evolution and eugenics. The meetings will be on Tuesday and Friday evenings. There is to be offered an opportunity to hear discussed certain scientific questions of great general interest, by one who is a national authority. Following is a preliminary statement of the topics to be taken up.

1. "Problem of Human Evolution." Preliminary survey of the field.
2. "The Laws of Heredity."
3. "The Transmission of Human Defects." Mode of inheritance of insanity. Feeble-mindedness and other forms of mental defect.
4. "The Inheritance of Mental Ability."
5. "The Hereditary Factor in Crime and Delinquency."
6. "The Decline of the Birth Rate." The relative birth rates of different classes of the population.
7. "Causes of the Decline in Birth Rate."
8. "Hereditary Influence of Alcohol and Disease."
9. "Natural Selection of Man." The various forms of natural selection among human beings. Racial influence on infant mortality.
10. "War and the Race." An estimate of the different ways in which war may modify human inheritance.
11. "Sexual Selection in Men." Its past and present influence and its possibilities.
12. "Industrial Development and Racial Inheritance."
13. "The Elimination of Defectives. Sterilization and Segregation."
14. "Religion as a Factor in Race Development. Religious Selection Past and Present."
15. "The Present Trend of the Race." General summary and discussion of various forces working towards racial deterioration or improvement.

At Chicago during convention week, February 28, was given a dinner to editors and other representatives of leading educational journals, that must have been an intellectual as well as gustatory feast. The host was the genial M. S. Bernstein, Director of the Western Educational Advertising Agency in Chicago. The motif for the gathering was the Educational work of the American Harvester Company and Prof. P. G. Holden, its heart and genius. Next to the guest, the principal speaker of the evening was Dr. A. E. Winship, long time friend and intimate of Prof. Holden, familiar with the series of Harvester educational ideals and ventures, and able to speak, as Dr. Winship always

speaks, convincingly, of Prof. Holden's wonderful success. His response was rich in content of thought and apt in expression. "The greatest thing in the world is a human being; the next greatest is that which helps to make a greater human being." "Two things make a great country—good soil and good people". "We can't make any mistake when we are trying to make American citizens". "A home for every American citizen. Our country will never go to pieces when the people own their own homes". Mr. Holden is well, and properly, and affectionately known as "agricultural educator" and deserves the title.

A committee on the National Association of Secondary School Principals is investigating what is being done in the Social Sciences in Secondary Schools; particularly in Community civics. Teachers are interested, and publishing houses also, books are multiplying, a few of them usable texts; but the courses are in the experimental stage yet. A real survey of current practices should yield helpful information.

Of the total enrollment of schools of all grades, public and private, California has the highest percentage in higher institutions and the highest percentage in secondary schools of any of the states; but we stand 39th among the states in the percentage of enrollment to

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The songs themselves are delightful; to a very large extent both words and music are new and fresh. Supervisors who realize the difficulties of the changing voice will find that this book solves the problem.

THE CHILDREN'S HYMNAL

By ELEANOR SMITH; CHARLES H. FARNSWORTH, Associate Professor of School Music, Teachers' College, Columbia University; and C. A. FULLERTON, Director Department of Music, Iowa State Teachers' College.

IN most elementary schools some form of devotional exercises precedes the day's work. For these schools, as well as for Sunday Schools, this new book, the Children's Hymnal, offers unusually excellent material.

This Hymnal is the result of the labors of the Committee appointed at the Music Supervisors' Conference of 1911 to prepare a children's book of devotional songs of a more artistic and appealing character than has hitherto been published.

No selection is included that could in any way give offense to any religious creed.

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total population. However, California shares with Massachusetts the highest percentage of University and College enrollment to population; and the highest percentage of enrollment in secondary schools. The three states of Arizona, Nevada and Washington, only, stand lower than we in the proportion of elementary school pupils to population. Except the State of New York, California pays the highest average annual salary of all the states; and excepting Montana we expend on education the highest per capita of total population; 74% higher than the average for the United States.

The salary committee of the Grade Teachers' Association of San Francisco, after some months of study, has issued its (typewritten) report, signed by C. A. Davis as Chairman. It comprises a daily wage comparison, salaries of city employees with increases since 1914; salaries of teachers in 20 other large cities; monthly budgets of 240 elementary teachers, their family dependents, savings and deficits, living cost charts, increased demands made upon the teacher—professional improvement, added responsibilities, new community activities and the remedy. The entire report constitutes a critical study of the salary question clearly conceived and admirably executed. It should carry conviction to school and city officials who are charged with providing and distributing school revenues. As we go to press it is believed that the flat increase of \$20.00 a month will be granted. When one considers that since 1912, the average increase in the pay of city and federal employees in the city has been \$28.00 per month, and of teachers, \$5.00; that the average wage of other city employees is now \$151.00 per month, and of teachers, \$107.00; that the increase in wage of workmen (hod-carriers, painters, carpenters, etc.) from 1914-1918, is \$2.00 per day; and of teachers 16 2-3c per day, one wonders if there be any possible reason assigned for not granting the reasonable request of the teachers.

The Genesee Pure Food Company, Le Roy, New York, will mail free to any teacher a copy of the latest Jell-O Book. It contains many suggestive recipes both for home and school. The book will be of particular interest to teachers of Domestic Science.

Of 998 bills introduced in the Assembly, the judiciary comes first with 252, education second with 106, and county government next with 101. In the Senate, in the number of bills proposed, education stands fourth (32), out of a total of 702 bills. Of 22 proposed Senate Constitutional amendments, three concern education; of the 36 Assembly Constitutional bills, but one refers to education.

The following notice from the office of the Surgeon General, War Department, Washington, is gladly given place in the columns of the "News":

Employment of additional civilians to teach trades and manual arts in the Reconstruction wards and shops of Army hospitals, at a salary of \$50 a month with quarters and subsistence provided, or \$62.50 per month additional in lieu of quarters and subsistence, is



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For Instance

In looking over the California secondary school records filed
with us and with the Commissioner of Secondary
Education for 1918-1919 we find that

72	"	"	Huffcut's Business Law.....	19	"	"	"	"	use the nearest competitor
45	"	"	Brigham's Commercial Geography.....	11	"	"	"	"	"
133	"	"	Moore & Miner's Business Arithmetic.....	72	"	"	"	"	"
175	"	"	Miner-Elwell Bookkeeping.....	63	"	"	"	"	"
236	"	"	Muzzey's American History	22	"	"	"	"	"
66	"	"	Cheyney's English History.....	3	"	"	"	"	"
149	"	"	{ Robinson's Medieval & Modern Times.....	73	"	"	"	"	"
			or						
			{ Robinson & Beard: Outlines, Part II.....						
			{ Breasted's Ancient Times.....						
131	"	"	or	70	"	"	"	"	"
			{ Robinson & Breasted: Outlines, Part I.....						
30	"	"	Waters' Agriculture	17	"	"	"	"	"
102	"	"	Caldwell & Eikenberry's General Science.....	99	"	"	"	"	"
23	"	"	Hough & Sedgwick's Human Mechanism.....	22	"	"	"	"	"
86	"	"	McPherson & Henderson's Chemistry.....	75	"	"	"	"	"
231	"	"	Wentworth-Smith Geometry.....	39	"	"	"	"	"
207	"	"	Hawkes, Luby & Touton's Alegbra.....	63	"	"	"	"	"
80	"	"	D'Ooge's Latin Composition.....	67	"	"	"	"	"
33	"	"	Greenough & Kittredge: Vergil.....	29	"	"	"	"	"
46	"	"	Allen & Greenough's Cicero.....	42	"	"	"	"	"
			{ D'Ooge & Eastman's Caesar in Gaul.....						
			or						
88	"	"	{ Allen & Greenough's Caesar.....	47	"	"	"	"	"
			or						
			{ Greenough, D'Ooge & Daniell's Second						
			{ Year Latin						
90	"	"	Allen & Greenough's Latin Grammar.....	65	"	"	"	"	"
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Extreme difficulty has been met with in obtaining a sufficient number of instructors for the hospitals, and the Surgeon General directs that the medical department make every effort to find officers or enlisted men qualified to teach. These may be either transferred to the Medical Department and remain in the service, or without transfer, be assigned to such duty. Camp personnel officers are requested to assist in finding officers or men who are qualified for such work.

Teachers of the following subjects are needed:

Ordinary school subjects; agriculture, market gardening; carpentering; cabinet making; motor mechanics; pattern making; gas engineering; short-hand; typewriting; stenotyping; drafting; telegraphy; printing; shoe repairing; mechanical engineering; machine work; electrical work; leather work; sign painting; and physical education.

Experienced vocational advisors are also required.

It is probable that Hon. Herbert S. E. Fisher who has, for a few months, only, been the very able Minister of Education of Great Britain, will succeed Lord Reading as Ambassador to the United States. As a bit of political news, this has no more interest, perhaps, to teachers than to citizens of our country generally. But when it is considered that he is the author and the main proponent of the now famous Fisher Education bill recently passed by Parliament it has a deep significance. The provisions of that bill that has now become an Act, are more liberal, more comprehensive and, according to American standards, more modern than anything else that has appeared in educational legislation in that country. The principal features of it have already been noted and commented upon in these columns. Mr. Fisher was Lowell lecturer at Harvard in 1915.

"Taxes should be collected where the property is and distributed for educational purposes where the children are", is a pretty good slogan for the schools worked up and endorsed by the great gathering of educational leaders in Chicago. In the interest of more money for the schools of California, and better distributed revenues, and for the districts of meager support, teachers throughout the state should talk this, explain, argue, and illustrate by every concrete device that intelligence can produce. More and better distributed moneys and equalized opportunities for all children!

Henry Disston & Sons, Philadelphia, will mail free on request a copy of "Why a Saw Cuts." The pamphlet will be decidedly helpful both to students and teachers.

"It is important that the industrial education which is being fostered and developed should have for its purpose not so much training for efficiency in industry as training for life in an industrial society. A full understanding must be had of those principles and activities that are the foundation of all productive efforts. Children should not only become familiar with tools and materials, but



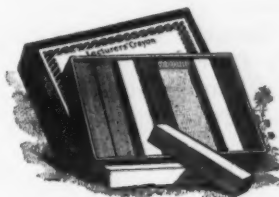
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 Sandwick and Bacon's High School Word Book.
 Duncan, Beck and Graves' Prose Specimens.
 Spencer's News Writing.
 Long's American Patriotic Prose.
 Slater's Freshman Rhetoric.
 Bowman's Essays for College English.
 Lockwood's The Freshman and His College.
 Bowman's The Promise of Country Life.
 Crawshaw's The Making of English Literature.
 Campbell and Rice's A Book of Narratives.

Latin

Gildersleeve and Lodge's Latin Composition.
 Lease's Livy.
 Moulton's Introductory Latin.
 Towle and Jenks' Caesar's Gallic War.

Italian

Bowen's Italian Reader.

French

Fraser and Squair's French Grammar.
 Fraser and Squair's Shorter French Course.
 Armand's Grammaire Elementaire.
 Chapuzet and Daniels' Mes Premiers Pas.
 Martin and Russell's At West Point.
 Bruce's Lectures Faciles.
 Bruno's Le Tour de la France.
 Labiche et Martin's Le Voyage de M. Perrichon.
 Pattou's Causeries en France.
 Fontaine's En France.
 Moffett's Recits Historiques.
 Grandgent's Selections for French Composition.

Spanish

Marion and Garennes' Lengua Castellana.
 Hills and Ford's A First Spanish Course.
 Hills and Ford's A Spanish Grammar.
 Bransby's Spanish Reader.
 Nelson's Spanish American Reader.
 Whittem and Andrade's Spanish Commercial Correspondence.
 Waxman's A Trip to South America.
 Hill's and Reinhardt's Spanish Short Stories.

History

Webster's Ancient History.
 Webster's Early European History.

Mathematics

Wells' Algebra for Secondary Schools.
 Wells' Advanced Course in Algebra.
 Wells and Hart's First Year Algebra.
 Wells and Hart's Second Course in Algebra.
 Wells and Hart's Geometry.
 Wells' Complete Trigonometry.
 Fite's College Algebra.
 Bauer and Brooke's Trigonometry.
 Dooley's Vocational Mathematics.
 Dooley's Vocational Mathematics for Girls.
 Osborne's Differential and Integral Calculus.

Economics

Johnson's Introduction to Economics.

Science

Elhuff's General Science.
 Allen and Gilbert's Textbook in Botany.
 Walters' Principles of Health Control.
 Arey, Bryant, Clendenin and Morrey's Physiology.
 Coleman's Textbook of Physics.
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Boston

New York

Chicago

they should also receive a thorough knowledge of the principles of human control, of force and matter underlying our industrial relations and sciences". Nothing truer has been written of the modern training for the future of our youth, than this extract from the "Reconstruction Program" of the American Federation of Labor. Teachers are fortunate in having the program so clearly stated.

To accommodate the school population of the United States, the accumulated need of two years of war and no building, it is estimated that there will be needed not less than \$500,000,000 for new and expanding structures, by the time of the opening of schools in the Fall of 1920. The immediate need of New York City, alone, is placed at \$20,000,000. Almost every growing school district is behind with its building. A discouragingly large number of children, in all the large cities, and many of the smaller ones are satisfying the requirements of the compulsory attendance laws, by half-time work, or in temporary structures. There would seem to be an opportunity for the public to absorb any over-supply of labor that may be discovered.

With increasing clearness it is being seen how important a factor is the Kindergarten in Americanizing the alien,—the child, the home, the civic and social standards, even the political attitudes. It is peculiarly significant in the Americanizing of the mothers, who often have little touch with the public except the women of their own nationality. The Kindergarten is coming into its own as a pervasive civic influence.

The authorities have recognized in a striking way the practical training given by the California School of Arts and Crafts. Out of thirty aids selected throughout the nation for teaching occupational work to wounded and disabled soldiers at the Letterman Hospital, nine are graduates of the Berkeley institution.

The National Industrial Conference Board of which Magnus W. Alexander is managing director, with headquarters at 15 Beacon St., Boston, is offering a prize of \$1000.00 for the best monograph on one of the following subjects:

1. A practical plan for representation of workers in determining conditions of work and for prevention of industrial disputes.
2. The major causes of unemployment and how to minimize them.
3. How can efficiency of workers be so increased as to make high wage rates economically practicable?
4. Should the State interfere in the determination of wage rates?
5. Should rates of wages be definitely based on the cost of living?
6. How can present systems of wage payments be so perfected and supplemented as to be most conducive to individual efficiency and to the contentment of workers?
7. The closed union shop versus the open shop: their social and economic value compared.
8. Should trade unions and employers' associations be made legally responsible?

Say you saw it in the Sierra Educational News

NEW BOOKS



THE GREGG

PUBLISHING COMPANY

✦ EDUCATIONAL PUBLISHERS ✦

New York Boston Chicago San Francisco

American Ideals: Selected Patriotic Readings, by Emma Serl and William J. Pelo, A. M. (Harvard).

A selection of readings designed to teach patriotism and citizenship. Adapted to seventh and eighth grades and junior high schools. The "Baltimore Sun", in writing of this book, says:

It ought to be used as a textbook in every school in America. *American Ideals* is a little mine of patriotism, and altogether admirable both for any school or any family.

160 pages, cloth; 69 cents.

Walsh's Business Arithmetic, by John H. Walsh, Associate Superintendent of Schools, New York City; author of Walsh's Arithmetic Series.

Mr. Walsh takes a bone-dry subject and transforms it from a desert into an oasis. It connects up life interests with a prosaic subject in a manner to win instant interest and enthusiasm. Yet it never loses sight of its objective. 480 pages, illustrated; cloth, \$1.20. Ready April 1.

Bartholomew's Bookkeeping Exercises, by Wallace H. Bartholomew, Specialist in Commercial Education, the University of the State of New York.

As commercial education specialist for the State of New York, Mr. Bartholomew has had an unusual opportunity to discover the needs of teachers of bookkeeping. He has brought together in his book a collection of constructive bookkeeping problems that will enable the teacher to obtain better results. They are the product of actual test in the classroom. Adapted to any textbook. In two parts—elementary and advanced. 96 pages each, bound in cloth; each part, 60 cents.

Introduction to Economics, by Graham A. Laing, A. M., Instructor in Economics and History, University of California.

Not a made-over college text, but actually written for pupils of secondary schools. Contains an up-to-date discussion of the Federal Reserve Act of 1913 and of the changes in economic organization due to the war. Deals extensively with the theories of value and exchange, and with the mechanism of trade. Treats commercial functions rather than technical treatment of theories. Ready May 1.

Send for complete list of publications.

Dear Mr., Mrs. and Miss Teacher:

Mr. James A. Barr, your most efficient Business Manager, tells me that, beginning with the next issue, the advertising rates in "The Sierra News" will be considerably increased. He tells me further that we must continue to use one-half page of space monthly.

I have been writing and sending so-called "ads" to Messrs. Armstrong, Chamberlain and Barr for years, but I never yet have been able to evolve one that would interest me in the least if I were a teacher.

Won't you help me out by giving me your ideas as to how to present our books so as to really interest you?

Take, for example, a new book that has just come to my desk from the bindery,—*"Vocational Civics,"* by Frederic M. Giles and Imogene K. Giles, a high school principal and teacher of vocation, respectively. This is really a survey of occupations, with a view to assisting the pupil in making a choice of vocations. I'm sure you would be interested in it if I could call your attention properly to its timeliness and value.

Please give me some suggestions for placing before you in an attractive and alluring way the merits of this and the hundreds of other Macmillan books in which you ought to be interested. You'll be helping the California Teachers' Association, "The Sierra News" and

Yours very truly,

T. C. MOREHOUSE,
Pacific Coast Manager,
The Macmillan Company.

P. S.—The price of Giles' "Vocational Civics" is \$1.30.

ON THE CALIFORNIA LIST

Fite's History of the United States

By E. D. FITE, Professor in Vassar College. vi+575 pages. 12mo. 110 illustrations. 44 maps. \$1.64.

INDIANA MAGAZINE OF HISTORY:

"One can see from page to page the people taking possession of their heritage of natural resources and reducing it to a nation of homes. The cow-boys on the ranches, the circuit riders organizing the churches, the politicians organizing counties and States, and the promoters opening up mines or building cities and railroads, all are shown in their characteristic capacities and their influence on the nation is deduced."

MISSISSIPPI VALLEY HISTORICAL REVIEW:

"This book will meet quite successfully the demands of recent pedagogy and historical scholarship. . . . The reviewer welcomes the Articles of Confederation as an appendix. . . . Other points emphasized are foreign relations, the peace movement, and very recent history. . . . One of the best chapters in the book is the one on 'Progressive Democracy' concerning the last decade. . . . The book is singularly free from errors. The style is quite readable, and is written distinctly for the high school. It will take rank among the best of the recent texts."

HENRY HOLT AND COMPANY

19 W. 44th Street, New York 6 Park Street, Boston 2451 Prairie Avenue, Chicago

With the purpose of government education service with American boys over-seas, Mr. Raymond Cree has resigned as County Superintendent of Schools of Riverside County, which he has served for a dozen years; and has been succeeded by Mr. Ira C. Landis, recently principal of one of the largest of Riverside's city schools. Here's a welcome to Mr. Landis, and a God Speed to our good friend Supt. Cree. Mr. Cree was one of the men who did not depend upon his popularity as a politician but his recognized efficiency as a supervisor, and adviser of teachers, school officers and parents. He knew good schools, and knew how to make poor schools better. He was such a man as an appointive system would secure for the position. Of unimpeachable integrity, indefatigable industry, understanding school problems and especially those of his own county, actively interested in the community life of his people, and always a gentleman, he will be missed in educational circles, among the friends who best knew him, and in a particular way by his own teachers.

The National Society for the Promotion of Industrial Education, has been reorganized to include Commercial, Agricultural and Home Economics Sections. This Society has a reputation for studying occupational problems critically and effectively, and teachers may expect practical help from their investigations.

Students of Shakespeare in high schools throughout the State are eligible to compete for two prizes of twenty-five dollars each which have been announced by the Music and Drama Committee of the University of California. The prizes will be awarded in the Greek Theatre at Berkeley on Saturday, April 26th, to the girl and boy who shall give the best delivery of a selection from Shakespeare. Each high school will be asked to send one girl and one boy as representatives in the contest. Scenes from some of Shakespeare's plays will be given by several of the high schools, and Professor Charles Mills Gayley will deliver an address on Shakespeare. It is planned to make this an annual meeting of the sort that may readily develop into a Shakespearean festival.

There are nearly 50,000 school teachers in Europe at the present time, ready to be organized into teaching forces, for the two million American soldiers, or such of them as can be accommodated. From elementary English for the semi-illiterate to professional and technical instruction for the high school and college bred, provision is to be made for every need. It is to be the one big school of the world.

The Leslie Salt Refining Company of San Francisco has arranged to present through the columns of the "News" a series of teaching outlines on Salt. These outlines are drawn from authentic sources and are adapted for school room use in connection with the study of commercial geography, history and domestic science. The fourth outline, to be given in the May issue, will be on "Some Queer Legislation Governing Trade In Salt."

Say you saw it in the Sierra Educational News

SAN FRANCISCO BOARD OF EDUCATION

Just Adopted

CLIPPINGER'S Written and Spoken English

Book Two

For use in all High Schools

Also purchased the following of our publications:

Ethics of Success, Books One, Two and Three—A series of books that are helpful in the teaching of history, biography and character building.

Socializing the Child (Dynes)—This has been made the basis of study in teaching history in the primary grades.

Lest We Forget (Thompson & Bigwood)—Stories of the World War for seventh and eighth grades.

Silver, Burdett & Company

565 Market Street, San Francisco

W. G. Hartranft, Pacific Coast Manager

The Best Language Text Books

Pitman's Commercial Spanish Grammar. \$1.10.

Spanish Business Interviews. 85c.

Dictionary of Commercial Correspondence in French, German, Spanish, Italian, Russian and Portuguese. \$3.00.

***Pitman's Commercial Correspondence in Spanish.** \$1.10.

***Spanish Commercial Reader.** \$1.10. By G. R. Macdonald.

***Manual of Spanish Commercial Correspondence.** \$1.50.

***English-Spanish and Spanish-English Commercial Dictionary.** \$1.50. By G. R. Macdonald.

Pitman's International Mercantile Letters. English-Portuguese. Cloth, gilt, \$1.10.

Hugo's Russian Simplified. \$1.45.

A Practical Grammar of the Portuguese Language. v25 pp. Cloth, \$2.00. By C. A. and A. Toledano.

Rapid Method of Simplified French Conversation. 192 pp. Cloth, 85c.

*Adopted by the New York Board of Education.

Teachers should send for particulars of a Free Correspondence Course in Isaac Pitman Shorthand.

ISAAC PITMAN & SONS, Publishers

2 West 45th Street, New York

Publishers of "Course in Isaac Pitman Shorthand," \$1.50; "Practical Course in Touch Typewriting," 85c.; "Style Book of Business English," \$1.00; adopted by the New York Board of Education.

AMERICA IS AT SCHOOL

Fifteen years ago the "students" of the country were to be found in the colleges and the public schools. They ranged from five to twenty-five years in age.

Today there are one hundred million students in the United States. America is engaged in study. We are carrying education, through the university extension class, the night school, the correspondence course and a hundred other avenues, to the people of the country.

Will you help during your vacation? We will pay for your time and services—and pay liberally.

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COASTERS - HORSES
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OCEAN WAVES
MERRY-GO-ROUNDS
SWINGS
BASKET BALL



Say you saw it in the Sierra Educational News

Reports from Ohio show that 52% of the High School teachers are in village and rural districts; and that 23% of all teachers are men. In California 14.5% are men. There is no segregation of city and smaller districts, so the proportion of High School teachers outside of cities can be approximated, only. The number is relatively small.

In "**Teaching as a Business**," a book issued by the Albert Teachers' Agency, Chicago, may be found reasons for thinking that, in the "after war" period teachers' salaries will increase rather than decrease. School people will find it suggestive.

Dr. Claxton, also, in a recent pronouncement from the Bureau, urges that steps be taken by Boards of Education and other school and public officials to raise the minimum average salary of teachers to \$1500; doubling the present average salaries within the next five years, and then adding 50% before another 10 years. Only so may we expect to improve our schools appreciably, hold in the service men and women of superior ability, lengthen school terms and the school period, adequately equip the schools we have, and provide sufficient accommodations for the numbers who should attend. And all this, "not for the sake of the teachers primarily," it is added; but for the sake of the schools, the children, and the prosperity of the people and the strength and safety of the nation that the policy is advocated.

Does it Pay? is a pamphlet of 50 pages issued by the South Carolina Council of Defense, to analyze the money value of education with special reference to the situation in South Carolina. There are sections on National wealth and Power, determined by Education; Education and a Career; the Value of High Scholarship; and Education and Income. School expenditures are carefully tabulated and compared with wealth per inhabitant, values of production, success in various careers,—the professions, factories, ranching;—and the significance of all this for South Carolina. The conclusions are quite as applicable to most other states as to that one. It is an example of the strenuous and commendable efforts being made by most of the Southern States to improve their education.

The "**News**" is now publishing a series of teaching outlines on the "Manufacture and Use of Cereal Breakfast Foods," prepared by Albers Bros. Milling Co., of San Francisco. The outline in the March issue on "The most Common Grains and their Origin" is a splendid presentation of the subject. These outlines are carefully graded, pedagogically sound and especially adapted for class room use in the language, geography and domestic science classes.

One of the most beautiful books of print or illustration, comes from the American Crayon Company, Waltham, Mass. The entire composition is a work of art. To the photographs of the Company's buildings showing its remarkable growth since 1835, the numerous factory views, the crayon "cuts"; colored pencil plates,

Vacation?

Pleasure with Profit

STATE NORMAL SCHOOL
SAN DIEGO, CALIFORNIA

JUNE 30 TO AUGUST 8

Offers Six Weeks of Sea Breeze
and Sunshine. Live Classes,
Live Teachers

Training School in Regular
Session with Problem-project
Teaching in All Grades
and Scientific Testing.

Programs so arranged that a teacher can give two consecutive hours, daily, to observation, and to pedagogy and special methods of her grade.

Culture Courses in history, economics, literature, geography.

Special Courses in industrial, household and fine arts, physical education and agriculture.

Excursions to the remarkable exhibits in anthropology of the San Diego Museum; to the great biological laboratory of the University; to ship-building and fisheries; to U. S. Aviation Schools, etc.

Recreation in swimming (plunge, bay and ocean), rowing, riding, tennis, etc. For catalog, apply to Registrar.

NOTE: The mean temperature of San Diego for July and August is under 70° Fahrenheit.

Say you saw it in the Sierra Educational News

This is the SECOND of a Series of Outlines
on the Manufacture and Use of
Cereal Breakfast Foods



"GROWING THE GRAIN -- PREPARING THE GROUND"

Intensive farming has cut down the acreage of wheat-growing land, but facilities for producing and harvesting crops have improved so much in late years that the cost of grain has not advanced as rapidly as would otherwise have been the case. This enables manufacturers of cereal breakfast foods in the West to manufacture a high quality of cereal food packed in secure containers at a cost that makes it the most economical food possible to use.

In plowing, huge traction engines, called tractors, will cover three or four times as much ground as formerly at less cost. By modern methods and large acreage the cost of plowing has been cut in half. Single machines will sometimes cover from thirty-five to forty acres a day, whereas the best that could be done with teams and gang plows a few years ago was ten or twelve acres.

Summer fallowing with deep disc plows is done usually in the months of May, June and July.

Harrowing and Drilling are performed in a single operation during the month of December following the summer fallowing. The combination work covers about seventy-five acres during a day of nine hours.

Plowing, harrowing and drilling are often done in a single operation in November and December. This is a quicker method, but not so efficient as the discing. About forty acres are covered during nine hours.

PREPARED BY

ALBERS BROS. MILLING CO.
San Francisco, California

The May issue of the "News" will contain an outline on
"Growing the Grain—Harvesting."

etc., and a truthful exposition of "The Advantages of Crayon in the Schools," there are added the most beautiful illustrations of the Old Faithful Geyser, the Woolworth Building, and the sky-line in New York—all in colors; Pike's Peak, the Grand Canyon of Arizona, the Culebra Cut, Panama Canal, Washington and Bunker Hill monuments, a view of San Francisco from the Bay, Chicago's water front, and a fac-simile of Lincoln. It is more than an advertising catalogue; it is worthy of a place in the Schools as a sample of fine artistic achievement.

Apropos of the wonderful success of the boys Corn Clubs active in many sections, the following hypothetical conversation will be appreciated.

"Who's that old man coming up the road?"
 "That's the prodigal father returning to his son."

"Isn't that reversing the usual order of things?"

"Yes; but the boy has been taking prizes at a corn club the last few years and now owns the farm, and the old man is coming back to get a job and son."—Florida Times-Union.

On March 7, Labor Day, and the seventieth birthday of Luther Burbank, communities in northern California celebrated by planting trees—Burbank's royal black walnut, on streets and highways, in door yards and parks. More than a score of neighborhoods and many schools took part, aided by women's clubs, school and public officials and interested individuals. The tree is a hybrid product of the California black walnut and the eastern growth. This is a fine memorial to unselfish service and a credit to self-respecting communities.

Members of the Bay Section, C. T. A. met March 1, in San Francisco for the purpose, primarily, of canvassing the provisions in certain of the educational bills now before the legislature. Twenty-two measures were considered, 15 of which were endorsed in whole or part. Among these were the appointive State Superintendent, increasing the elementary school revenues, the higher compulsory school attendance age, part-time high schooling and the one payment retirement salary contribution.

Notice the Summer School Announcements in this issue of the "News." Here is the list—The University of Chicago, San Diego Normal School, The Stout Institute (Menomonie, Wis.), California School of Arts and Crafts (Berkeley), University of Washington (Seattle), University of Nevada (Reno). It's a notable list. The announcements are well worth careful reading by all teachers.

In San Francisco papers have appeared recently, pictures of certain of the new school buildings to be erected out of the \$1,059,000 for such purpose. Such accommodations are much needed and these promise to be a credit to the city.

The conviction is gaining strength widely through the United States that high school and other commencement programs should this year include, if not entirely consist of, the schools'



Friday Afternoon

Strong and self-reliant, Nan reads her essay without tremor or quake, while Dorothy, in another room, barely gets through her part without breaking down.

It isn't because they were "born that way." It may be a matter of nourishment. We all know that good food and good digestion will generally supply strength and confidence for emergencies much greater than those of Friday afternoon.

JELL-O

is a part of the well-balanced diet that can be relied upon to sustain anyone, child or man, when perfect control of the faculties is required.

Jell-O does not have to be cooked and can be made in a minute. These are the six flavors: Strawberry, Raspberry, Lemon, Orange, Chocolate, Cherry. Two packages for 25 cents at all grocers'.

The latest Jell-O Book will be sent free to every teacher who will send us her name and address.

THE GENESEE PURE FOOD COMPANY
 Le Roy, N. Y., and Bridgeburg, Ont.

Say you saw it in the Sierra Educational News

This is the SECOND of a Series of Outlines on the
"Production and Distribution of Milk"

"The Modern Dairy— Equipment"

A dairy barn located on a knoll has the best drainage.

Dairy buildings must be located at least two hundred yards from marshy ground, stagnant water or other buildings or conditions likely to produce disease. They must be so constructed as to be kept clean readily.

An adequate supply of pure water is an essential part of a dairy equipment. The water supply must be protected from sources of contamination.

Barns and milk houses should be well ventilated, well drained, well lighted, and screened against flies.

Utensils in which milk is handled must be so constructed as to be readily and thoroughly cleaned with water and sterilized with live steam. They must be dried and kept under conditions which will not permit contamination.

Milking pails with small openings at the top are better than open-top pails, as they meet the requirements of good milkers and protect the milk from unnecessary dust.

These Outlines are prepared for *Class Room Use*—Especially in City Schools. They are NOT intended for Agricultural Instruction. Their purpose is to *Acquaint Consumers* of *Milk* with Essential Facts showing the Relation between Milk and Health.

PREPARED BY

WALNUT GROVE CREAMERY CO.
41st and Market Streets

The May issue of the "News" will contain an outline on "The Modern Dairy—Care of the Cow."

Oakland, California

war record and the proposed after-the-war programs. California's high schools can scarcely do themselves and their communities a more laudable patriotic service than to recount, in detail and comprehensively, the part that students, teachers and the local constituency had in the world struggle between democracy and autocracy; and their purpose to take a new lease of life for the coming years.

Lederer, Street and Zeus Co., the official printers of the "News", will, on application, mail to any inquirer information for filing with a neat filing cover. The address of the Company is 2161 Center St., Berkeley.

Alabama is to have a school survey all her own. Under the terms of a recent act of the State Legislature, the governor has constituted an "Alabama Education Commission" of five men to make a study of the public school system. This commission consists of two lawyers, a textile manufacturer, a man so versatile as to be merchant, planter and stockman all in one, and an editor. When one learns that they are to report upon "the organization, administration and course of study of the entire system", one is led to wonder why no recognition was taken of the teaching profession itself.

Sutter Union High School, for the purpose of informing pupils of the different vocations, conducts a course of lectures by representatives of important occupations,—law, medicine, banking, ministry, farming, teaching, journalism and the mercantile business. As a means of vitalizing the academic instruction, the plan has advantages that other schools may well afford to covet.

A woman's Roosevelt Memorial Association has been incorporated in New York City, with Mrs. Leonard Wood, Honorary President, 10 honorary vice-presidents, and a board of 36 directors, of which Mrs. William Curtis Demorest is President. It is planned to acquire Col. Roosevelt's birthplace in New York City, as a "center of citizenship activities, for the boys and girls of America, and where men and women as well may come together in citizenship activities"; that "Colonel Roosevelt's vigor of life, robustness of belief, and energy of will may be eternally recalled to the youth of America". It is asked that subscriptions be sent to A. Barton Hepburn, Treasurer, 1 E. 57th St., New York City.

The Gregg Publishing Company recently made shipment of 16,000 shorthand books to the Y. M. C. A. in Paris, in addition to a previous shipment of 2,500 books. This is probably the largest order for shorthand books ever received, and is evidence of the popularity of shorthand in the Y. M. C. A. overseas course.

Principal Alden H. Abbott of the Patterson, California, Union High School, has an excellent article in *School and Society*, for March 8th on "Shall We Teach Efficiency in the High School?" "while education is life, it is, still more, preparation for the more abundant life which comes with maturity."



MEDART Playground Apparatus

is again offered to users of this equipment after having been virtually off the market during the war.

The Government required war munitions and as the Fred Medart Shops were well adapted to this class of work they were devoted almost exclusively to munitions production.

The first essential of Medart success, "Good Service", is now thoroughly re-established. The stimulus of the many new lessons learned in quantity production and in working to exacting specifications cannot do other than make MEDART PLAYGROUND APPARATUS better than ever.

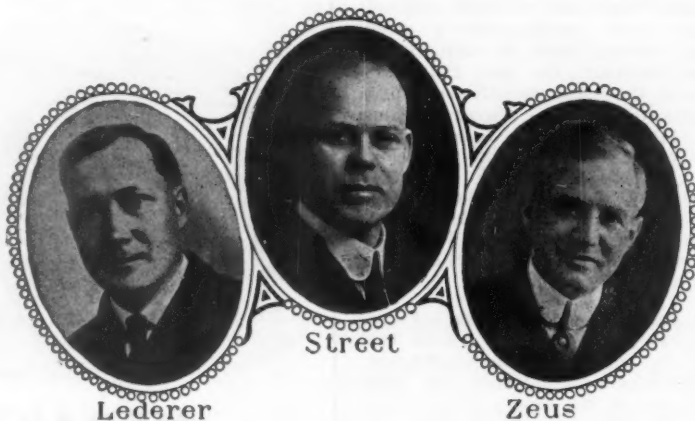
Our Catalog "W" is a recognized guide on Playground Equipment and it will be mailed on request to persons interested in playground work. It thoroughly reflects our 45 years of practical experience.

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WHEN you advertise, advertise consistently, intelligently and pictorially * * * and keep everlastingly at it!" That is exactly what we propose to do to make your acquaintance. And, as customers like to know with whom they are dealing, we take this means of a "face-to-face" introduction.

The success of our printing enterprise we attribute mainly to the fact that each partner is a departmental expert in his particular branch of the business. Given in the order in which the firm-name implies, the primary factors are: a thorough working knowledge of the press-room requirements; the compositor's art, which deals with the setting and putting together of the type faces; Linotyping—the overseeing of this department to the end that a correct interpretation of the customer's wishes as to style and effect may be carried out, so that step by step the job may pass through all departments in a harmonious and co-operative process to the finished product.

These facts are here set forth with the purpose in mind of assuring to the patrons that the *know-how* policy is applied to every phase of the craft in our printing plant.

At this time of the year many of the schools throughout the state are collecting data for their Annuals, and it is for this class of work that we are now making our strong appeal. Send for our little

booklet *Just So*, which will tell you how to prepare your copy. While the booklet was printed primarily to promote a uniform style for the editorial and managerial staffs of the *Daily Californian*, published by the students of the University of California, it answers very well as a guide for the staff of any school publication.

Just a word about pictures or snapshots for reproduction. Be sure that the finish of the print is glossy; and, black and white. Unless the original picture or snap-shot is clear and sharp in detail the engraver cannot get the best results. Bear in mind also to choose your backgrounds; have them in contrast to the subject, so as to set it off. Don't forget, too, that everything shows in the picture—remove the garbage can and the week's washing before you snap that group lined up against your back-yard fence. The engraver *can* remove the week's washing for you (painting it out—an extra expense) but it's better and cheaper to leave it out when you snap the picture.

P. S.—This year we are going to specialize in the printing of School Annuals. Get your pictures ready,

pick out the stories you are going to run, send us the data; and rest assured that we'll know what to do and how to go about it. Look for our ads—they will keep you posted in detail as *how* to work *with* the engraver and the printer. *Thank you.*

LEDERER STREET & ZEUS CO

MASTER PRINTERS

2161 CENTER STREET
BERKELEY, CAL.

For the use of high school classes in modern, and especially contemporary history, few treatments have been more illuminating than an article on "Future Franco-American Relations," by Prof. Gilbert Chinard, and published in the University of California Chronicle, Jan.-March. It is admirable in its clear vision, its intimate acquaintance with French life and ideals, its thorough Americanism, and its fine diction.

The Hawthorne School, Berkeley, Mrs. Beatrice Wilmans, Principal, as part of an Americanization program, will undertake the opening of a "Little Theater" by the Community, in which will be presented plays of the nineteen different nationalities by natives of the countries. The Armfield Players of the Greenleaf Theater are fostering the movement.

Milwaukee has, for several years, been using its school buildings as community centers; and has recently installed motion picture shows in a number of buildings, admission for children to the performance being one cent. The offerings occur on Saturday afternoons, frequently drawing an attendance of 8000.

One state, recently, is officially reported as having appropriated \$75,000.00 for the correction of a minor disease affecting the legs of its cows, and in the same month gave for the training of its rural teachers exactly \$6000.00.

The large inclusive high school, housing many activities is gaining in favor in certain parts of the country, over the segregation of schools having different aims in separate buildings and maybe in widely separated sections of the city. "The association of boys in the various courses, commercial, academic, and industrial has a decided social value and a broadening influence which is lost in the highly specialized school."

Few school-room devices, of the mechanical sort, are more generally used and taken so much as a matter of course, as the Dixon products—pencils, erasers, crayons, penholders, etc. throughout the schools. It is the result of the experiments of a specially organized school department maintained by the firm through a series of years, and in co-operation with the schools using the products. The Joseph Dixon Crucible Co. of Jersey City, N. J., is one of the best known school manufacturing enterprises in the country.

From information elsewhere given in this issue of the "News", it would appear that the San Diego Normal School, June 30-August 8, is to be something more than the traditional Summer school. Both the teachers' professional and academic classes and the practice school are to be in full and regular session; the two so arranged, under the "block" system as not to conflict with each other on the daily program. A second session is planned for August 11 to September 5, mainly for advanced and special students engaged in Seminar and research work. So far as appears, San Diego Normal School has serious-minded teachers and a distinctly professional service of high grade in mind. The manifold attractions of San Diego and the many collateral entertain-

There are three good reasons why

your school should be equipped with the Onliwon system of protective paper towel distribution



THE Onliwon
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prevents the spread of infectious diseases — because it is the system that serves REALLY individual towels — towels that are used by but ONE person—from a cabinet on which there are no buttons to press or levers to pull that others may have handled.

It prevents waste by keeping the towels under lock and key—by serving just one folded towel at a time.

It saves money—cuts down towel costs from 15 to 50 per cent. And this isn't "maybe" for we have the FACTS to prove it. And, too, ONLIWON Paper Towels are REAL Towels that you, yourself, will enjoy using.

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ment and instruction plans add to both the pleasure and profit of the summer venture. For further information address the Registrar.

Occasional letters have come from former members of the C. T. A. saying their copies of the "News" have not been received. The failure arises out of the fact that many of them have not sent in to their secretaries their renewal subscriptions. This has been due, doubtless to the fact that no section meetings have been held at which time memberships have heretofore been taken. We shall be glad to correct any mistakes that have been made; but the matter of membership should be attended to, even in the absence of meetings.

The California Schoolmasters' Club will hold a meeting on Saturday evening, April 26, 1919. R. D. Faulkner will preside at the session. Mr. Faulkner promises some unusual features. No member can afford to miss the coming session. Any information may be secured by writing to Dr. Irwin C. Hatch, Secretary of the Club, 142 Hugo St., San Francisco, Cal.

Muskegan, Mich., has been added to the list of cities adopting the twelve months school year, four terms of three months each. Minneapolis falters in its plan.

Arrangement has been completed for an exchange of professors between the United States and Chile, in which movement the University of California is to share. Dr. Wheeler has appointed a Committee to consider the feasibility of including secondary school teachers, also, among the exchanges. American instructors going to Chile are to be paid their regular salaries, plus an allowance for traveling expenses by the home institution. A like responsibility is to be assumed by Chile.

"A more thoroughgoing acquaintance with Hispanic America," Professor Chapman states, "is now one of the vital necessities of our national life. This plan will improve our knowledge through the teaching capital it gives our own instructors and through contact of our students with the best minds of Chile. An even more important factor is that it is an entering wedge for more pronounced feeling of friendship between the peoples of the two countries. Out of this should proceed advantages which are social and economic, as well as intellectual."

In four states, South Carolina, Alabama, Mississippi, and Louisiana, the illiteracy is 21% or more; in nine states, chiefly southern, the per cent is 11% to 20%; in twelve states, 5% to 10%; and in 23 states, 5% or less. 5,000,000 adult illiterates in the United States, and with one war ended another war has already been declared—a war against ignorance.

Dr. Peixotto, of the University of California, and Chief of the Federal Child Conservation Section, in a recent issue of "National School Service," makes a convincing plea to teachers in the "Back to School" movement. "At 25 years of age, the boy who had remained in school until 18, had received over \$2000. more salary than the boy who left at 14, and was then receiving \$950 a year more."

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The Los Angeles office continues at the same location, and is still under the same management. Patrons and friends are requested to note the change in name. All communications for either Los Angeles or Berkeley office should be addressed
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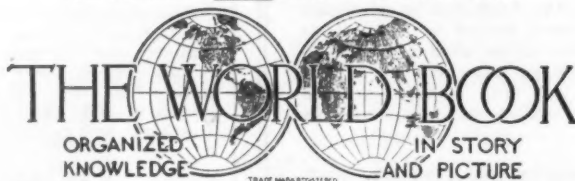
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Of 20,115 persons listed in "Who's Who", 14,660, or 72.3% had college education; 3,644, or 18.5% had secondary schooling; and the remainder 1,811, or 9.6% had a common school education only.

"The foundation of all public education in a democracy is that all the strong in a State must help all the weak in the State to make the most possible of themselves, and stimulate through that help all the weak of the State to help themselves in proportion to their ability to do it." Dr. J. Y. Joyner.

With the demobilization of the S. A. T. C., the colleges of the Country are returning their attention to the "Reserve Officers' Training Corps." Nearly 250 institutions have re-entered this work already.

To provide High School opportunities for children, unable, for financial or economic reasons, to attend such schools, or living where there are no such opportunities unless at prohibitive expense, the Children's Bureau of the United States Department of Labor recommends recourse to scholarships. The provision might be made by cities, states or philanthropic individuals, or using all three means. The suggestion is particularly appropriate for rural school districts. "There is a large amount of talent among the children of the poor which should be conserved for the sake of the nation."

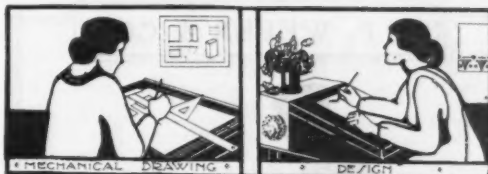
"The weakest link in the chain of the nation's education and civilization is the rural school. It must be strengthened, let the cost be what it may. If the rural school fail, rural civilization will fail: if rural civilization fail, American civilization will fail."—From N. E. A. report on "Emergency in Rural Education."

It has been estimated by one who knows the prisons of this country that we are spending \$3,500,000,000 on our criminal institutions; twice as much as goes into the expenses of all schools and colleges.

If the record be taken for the entire country, probably 20% of all pupils in schools are "repeaters." The average cost of each pupil per annum is \$40.00 (U. S. Commissioner of Education). In a city of 50,000 school enrollment, with 10,000 repeaters, the extra cost to the city would be \$40,000. Half of that, certainly, is preventable.

Of the 48 states, 12 make no legal provision for the schooling of adults through evening schools. 32 have permissive legislation for such service; but in eight of them, only, is any state aid granted. It is considered a local responsibility, though citizenship is a State privilege. Far from being a local problem, or confined to the State, even, it has become a national concern.

In Yreka, the chamber of commerce, the civic club and the local woman's club are co-operating in a vigorous campaign for a \$35,000 bond issue for a new grammar school building to replace one built in 1869. One would think the old building has served its time.



TEACHERS!

THE reports of committees appointed for reconstruction of school work all recommend more time for industrial art work. You will need this subject to keep in line as a progressive teacher.

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"Americanize the non-English-speaking, abolish illiteracy, and equalize educational opportunity" will become powerful slogans in our national life within a year.—J. W. Crabtree, Secretary, N. E. A.

Baltimore has adopted the junior high school as a fixed part of its policy.

On March 9, eight students were graduated from one of the three "Americanization" schools in Oakland, five of whom have enrolled in one of the regular high schools of the city.

Classes in English for foreign mothers are maintained in the Garfield and Washington schools, San Francisco, where free instruction is given Tuesdays, Thursdays and Fridays from 2:30 to 4:30 p. m. It is planned to open similar classes in other schools for instruction along the most practical lines. This work is much needed in the city, and is being enthusiastically supported by the Board of Education.

Supt. Ellis U. Graff of Indianapolis, Indiana, schools was elected President of the Department of Superintendence, at the Chicago meeting.

In the School Board Journal for March is a helpful article by W. S. Deffenbaugh on "The Administration of Village Schools", which should be read along with the editorial in the March issue.

In a course in Home Planning, 32 students of the Lux School of Industrial Training have recently been making a first hand study of homes in selected districts of San Francisco, finished and incomplete structures, palatial homes and bungalows; the information, photographs and plans, to be finally worked up into floor plans, elevations, arrangement of rooms, etc.

It is evident that the Chicago meeting with its 7000 delegates was not only the largest such meeting ever held, but one of the most virile, immediately practical, and yet soundly basic in its discussions. Nationalization, in one form or another, ran as a thread through most of the addresses; problems of reconstruction, the new American, re-education and rehabilitation, federal aid to education, governmental activities through the schools; the training of teachers and the need of employing better-prepared teachers only; supervision of school work from the point of view of both the executive and the instructor; thrift, a larger minimum salary for teachers, and a round table in school architecture, are among the interesting topics included in the program.

Supt. C. E. Chadsey of Detroit, so the report comes, has been elected to the Superintendency of the Chicago Schools at a salary of \$18,000. Mr. Chadsey is a western man, born in Nebraska, has taught or supervised schools since 1894, and holds degrees from Leland Stanford Jr. University, Columbia and Denver. He is a platform speaker of note, an educational author, and has for years been active in National Educational Councils. He has been head of the Detroit Schools since 1912.

JUST THE BOOK YOU WANT to Prepare You for the Conference; to Prepare You for the Examination; to Strengthen Your Grip on Classes. TEACHERS' PROBLEMS AND HOW TO SOLVE THEM—A Hand-book of Educational History and Practice. It summarizes all that the greatest thinkers taught about Imitation, Interest, Habit, Self-activity, Specialization, Individuality, Discipline, Method, the Teacher's Personality. By Dr. Kenneth Sylvan Guthrie. Highly recommended by Prof. H. H. Horne, N. Y. University. **Net Price, \$1.12, if ordered direct from PLATONIST PRESS, 292 Henry St., N. Y. City.**

Your Vacation Opportunity

The Summer Quarter 1919 will receive the added inspiration of professors and instructors returning from war service in many lands. Students and teachers, interested in keeping abreast of the times or in completing work already begun, appreciate the opportunity of instruction in a regular season of study under members of the University staff. Scholars desiring to prosecute research in the libraries and laboratories will find facilities for work under the most favorable conditions.

Courses are offered in all departments and include undergraduate and graduate instruction in **Arts, Literature, Science, Commerce and Administration, Law, Medicine, Education, and Divinity.**

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These courses are offered for supervisors and teachers of Industrial Arts and of Household Arts; for dietitians, and for managers of cafeterias, lunch rooms, and institutional housekeeping; for students, or teachers wishing to take advanced work for the B. S. degree in Industrial Arts or Household Arts; for athletic coaches and others interested in athletic games and swimming. Credit on two year diploma courses or four year degree courses given for summer session work. Announcement ready April 15.

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The school paper, when it is properly planned, edited and printed, will create school patriotism and an increased interest in all activities of the school, educational, athletic and social. It can be made the bulletin or all news regarding the school and can be used as a means of interesting parents by acquainting them with the aims and purposes of furnishing instruction that will appeal both to the motor and sensory faculties. The school paper will acquaint parents with the progress being made by the pupils, and it will afford the principal of a school the opportunity to talk logically and convincingly to the parents of the pupils under his charge. The school paper should be to the school what the newspaper is to the community—a purveyor of news, a public forum for the discussion of relevant matters, and a mold of public opinion.

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DURING the last few years there has been an increased demand for information from superintendents of schools, supervisors, principals, and teachers regarding the educational value, economic advantages, and cost and maintenance of school printing equipments. The information furnished by the Education Department of American Type Founders Company in compliance with this demand has been prepared and offered by men of wide experience in industrial education, and in the printing industries, and in designing the wonderful labor-saving inventions that have marked the progress of printing.

Education Department

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This article is set in Century Schoolbook, a new eyesight-saving type designed for educational printing and advertisements. Note its extreme legibility.

From "School Life", organ of the Bureau of Education is taken the following summary of legislative school propositions:

1. Americanization of Foreign-born with English as the sole medium of instruction in the schools. (12 states.)
2. More money from the states to help the local communities (13 states).
3. The County as the Unit of Organization for Schools (9 states).
4. Higher Qualifications for County Superintendents (6 states).
5. Continuation Schools for Persons between 12 and 18 Years of Age (7 states).
6. Stronger Compulsory Education Laws (4 states).
7. Higher Salaries for Teachers (5 states).

Several states are basing their requests upon surveys of educational needs. A few are offering constitutional amendments. Elementary education comes up for principal attention.

Among the field agents of the American Humane Education Society, are Mrs. Alice L. Park, Palo Alto, and Mrs. Rachel C. Hogue, San Diego, as its California representatives. The "Be kind to Animals Week" throughout the United States is April 21-26, 1919. Teachers everywhere will take notice.

In *School and Society* for March 15, Mr. Irving E. Outcalt of the San Diego Normal School has a suggestive article on "Functional English for the Elementary School." Teachers will find it stimulating.

Seven states are working for Kindergarten legislation,—New York, Pennsylvania, Ohio, Illinois, Indiana, Kansas and Arizona, and the significant statement accompanies the report that "the most popular model is the law in force in California under which Kindergartens have more than trebled."

The Report of the N. E. A. Committee on the reorganization of secondary education has been published as Bulletin No. 35, 1918, under the general caption of "Cardinal Principles of Secondary Education"; the goal of education in a democracy, the main objectives of education; and the role of secondary education in achieving these objectives. To accomplish its purposes, a reorganization of these schools is recommended, beginning at 12 or 13 years of age; but there seems to be no recognition of the Junior College as a part of the secondary system.

It is particularly encouraging to know the agreement of all classes of people that a real attempt should be made to fit the salaries of teachers to the new conditions of household and living budgets; newspapers, business organizations, boards of education, women's societies, and financial bodies are united in the movement. San Francisco has taken a very positive step, and it is thought the Board of Supervisors will find the money for the City Schools. The Solons at Sacramento seem disposed to provide more money for the Schools generally. It is too much to hope, maybe, that the small school in the weak district will have its full recognition too.

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At Lake Louise the chateau whose windows "frame million dollar pictures"—close to the glacier's edge—easy trails through flower-filled forests to a panorama of lakes, glaciers, waterfalls and snow peaks—a Switzerland glorified. Guides are available at all Canadian Pacific rocky resorts.

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Canadian Newspapers on File—Information Regarding
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Kern County Teachers Institute for 1919, was held in Bakersfield Feb. 19-21, with an imposing list of instructors and lecturers, both from home and abroad.

The six weeks summer courses beginning June 30th offer a good opportunity to prepare for teaching agriculture. Plans have been made whereby University credits will be given for the nineteen courses offered at the University Farm, Davis, and also at Riverside this coming summer. Plans are being made to accommodate a large attendance. Some of the instructors offering the courses are among the leading educators of the country.

In the May number of the "News" there will be an article by Prof. Rockwell D. Hunt on "Economics as a High School Study," to which it is a pleasure to call attention in advance. There is need for such instruction now, as never before.

Teachers would seem to be a migratory class, either from one Post Office to another, or from one street to another. Within a month, 200 members of the Association have asked to have the "News" address changed.

In the Kindergarten Magazine for March special note is made of the death of Mrs. Alice H. Putnam in Chicago, Jan. 19, 1919. Mrs. Putnam was one of the best known kindergartners in the United States. She did her work in Chicago in the Froebel Kindergarten Training School, but through her students, her books and her lectures, her influence was wide as the Nation. Memorial services were recently held in Columbia University for Maria Kraus-Boelte, also another of the pioneer workers in Kindergarten. Both were honored members of the "old guard," of which were Susan E. Blow, St. Louis, Dr. and Mrs. W. N. Hallman, and our own California Sarah B. Cooper, and Kate Douglas Wiggin.

J. H. Francis, well-known former Superintendent of Los Angeles Schools, now Superintendent at Columbus, Ohio, and on leave of absence for service with the government as head of the School Garden army, lectured Friday, March 21, to the public in the Oakland Technical High School. Welcome Mr. Francis. Just now, California school people are much interested in the matter of School Gardens, and are supporting A. B. 467, asking for State support and an organization to administer its work under Director for the Western States C. A. Stebbins. Teachers should add their influence with representatives, Senators, State Board of Control, the educational committee members of the two houses and others who may assist in the passage of the bill.

Incident to the reported shortage of teachers, 30,000 to 50,000 in the United States, notice has already been taken of the organization of a school board division under the bureau of education, Washington, D. C. Now comes the information that James F. Hanna, of Des Moines, Iowa, three times mayor of the city and president of a local bank, has been made director. As an offset to this choice of a layman to a

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When Liberty Welcomed Them Home
(musical recitation).....50c

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distinctly school administrative position, may be mentioned that Prof. Charles Edward Merriam, of political science in the University of Chicago, has announced his candidacy for the mayoralty of that city; and that Prof. Ripley of Harvard University, has declined an appointment as trustee of the Boston Elevated Railway Company. The professions are becoming mixed.

Dr. Pinegan of New York is authority for the statement that, in his state, "grade teachers in the elementary branches have been upon salaries of from \$500 to \$600 per year.

The Boys' Working Reserve organized in 1917, under the United States Department of Labor, with 100,000 boys 16 to 20 years of age and having in 1918, 210,000 boys on farms, will, during this spring attempt to enroll 500,000 of the country's young men. The value of the product grown by this Reserve in 1918, has been conservatively estimated at \$75,000,000. The National Director is William E. Hall, and the State Director for California is B. H. Crocheron, University of California, Berkeley. The organization does not permit the work to interfere with the boy's education.

Old Gentleman—Jimmie, do the little boys and girls still take a big red apple to their teacher to make her happy?

Jimmie—No; we make her happy by bringing a certificate from the doctor that we've had our adenoids and tonsils removed and have been inoculated for diphtheria, scarletina and influenza, and that we've had our teeth repaired and our eyes examined. Then if we want to make her feel real good we all get up and recite the calorie catechism.

The general meeting of the N. E. A. will be held in Milwaukee, Wisconsin, June 29-July 5, when it is hoped to have 100,000 names on the membership roll and large minority, at least, of them present.

That there may be a closer co-operation between the Schools and the homes, and a better understanding on the part of the public of the work of the schools, New Jersey sets apart annually a time called "Visit the Schools Week;" this year Feb. 17-21. It is a worth while movement and might well be adopted in California for both elementary and secondary schools.

It is the seasoned conviction of Genl. Samuel T. Ansell, that in the education of the new army, the greatest need is the humanities, not scientific study. Both humanists and technicians in our colleges will please take note.

Two thousand well-dressed, happy, colored rural folk are reported to have attended the recent conference and exhibit of work of the Tuskegee Institute; visitors coming from Maryland and Texas, and from the Atlantic to the Mississippi. It is a great school, doing a noble work.

The Montezuma Mountain Ranch School, at Los Gatos, in the Santa Cruz Mountains, while not a public school, is one in which California may well take pride. Principal E. A. Rogers

is a man of broad educational ideals, himself a scholar, a comrade to his boys, and guide to them in a vigorous, free outdoor life. The High School department is accredited to the Colleges. It employs student self-government has a Summer Session, and its own printing plant. The School paper, "The Boy Builder," "Devoted to the Biggest Business on Earth, Developing Men from Boy Stuff."

THE NEW NATIONAL ANTHEM—"America, My Country," born in Congress on day our war was declared; helped to bring on the war; sustained our spirit for victory during the war; will help to prevent future wars. Greatest poem and song in class only with the Marseillaise Hymn. Schools of several states have adopted it. Sung from coast to coast and in France. [Educators may have octavo sample school arrangements for 2 3-cent stamps. [Published in every vocal and instrumental arrangement. Let every boy and girl learn this great masterpiece for daily use and for patriotic occasions. America, My Country Assn., Red Wing, Minn.

SUMMER SCHOOL, UNIVERSITY OF NEVADA

The University of Nevada Summer Session is scheduled from June 16 to July 26, 1919.

Instruction will be offered in agriculture, botany, physiology, nature study, civil government, history, composition and rhetoric, public speaking, English drama, elementary algebra, plane and solid geometry, French and commercial subjects; special work in drawing, music, manual training, cooking, sewing, millinery and physical culture. Courses in psychology, principles of teaching, history of education, elementary methods, high school methods are arranged for teachers.

For further information, address Director of Summer School, University of Nevada, Reno, Nevada.

University of Washington

HENRY SUZZALLO, President

Summer Quarter

JUNE 17 to AUGUST 30, 1919.

FIRST TERM - June 17th to July 23rd
SECOND TERM - July 24th to August 30th

Opportunity to complete a THIRD of an academic year of study during the SUMMER QUARTER.

Regular university work in the Colleges of Liberal Arts, Science, Engineering, Law, Education, Fine Arts, Business Administration, the Graduate School and the Pre-medical Course.

About 100 instructors and 225 courses; 18 courses in EDUCATION; 19 courses in ENGINEERING.

Special emphasis upon graduate work leading to higher degrees. Graduate courses in practically all academic departments.

Special courses for teachers of Smith-Hughes courses and part-time trade and industrial courses.

Courses in educational tests and measurements, school surveys, and the junior high school.

PUGET SOUND REGION ideal for study and recreation. Temperature, seldom above 80 degrees. University campus of 355 acres borders on Lake Washington and Lake Union. In sight of stately Mt. Rainier and in full view of the white-capped Olympics across the Sound and the Cascades to the eastward. Seattle on shore of Puget Sound. Boating, swimming, fishing, mountaineering. Marine station for advanced work in Natural Sciences at Friday Harbor.

TUITION \$10 for the entire quarter.

Teacher's Recommendation Committee. A good time for teachers to meet superintendents and board members.

Frederick E. Bolton, Director, Seattle, Wash.